

# THE SCHOOL JOURNAL

16 JEFFERSON ST.,  
ELIZABETH, N. J.

OFFICES AT  
200 WABASH AVE., CHICAGO  
250 DEVONSHIRE ST., BOSTON

61 EAST NINTH ST.,  
NEW YORK CITY

Entered as Second Class Matter at the Post Office, at Elizabeth, N. J.

Vol. LXXII., No. 11.

SEPTEMBER 23, 1905.

\$2.50 A YEAR  
SIX CENTS A COPY

## FOR TEACHERS

### PAINTER'S GREAT PEDAGOGICAL ESSAYS

\$1.25

This volume contains selections illustrating every period of educational history from Plato to Herbert Spencer. Selections from twenty-six of the world's most prominent educators are given, each introduced by a brief biographical sketch. The reader is thus enabled to secure an acquaintance with the original sources of information, and a correct critical estimate of each author's views and works.

### ROARK'S ECONOMY IN EDUCATION

\$1.00

This book discusses the application of the principles of economy to the work of the school. It deals with the careful and economical use of time, money, and energy in effecting the right education. The general divisions of the subject are the organization and management of the individual school, and of the school system, and the useful direction of the other educational forces of the community.

## AMERICAN BOOK COMPANY

New York Cincinnati Chicago Boston

## HISTORY and CURRENT EVENTS

What is their relation? How  
may they be connected?

### PRIZES

of \$10.00 for the first, \$5.00  
for the second, \$2.50 for the  
third best method of using  
**Current Events** in the teaching  
of History.

*Write for full particulars*

## UNITED EDUCATIONAL COMPANY

SIXTY-ONE EAST NINTH ST., NEW YORK

## IMPORTANT NEW BOOKS

### *Eadie's Physiology & Hygiene for Children*

A school book of unequalled attractions and interest. For

1. Its illustrations are the best ever seen in a text-book.
2. Its many artistic colored pictures differentiate the parts of the body.
3. Its language is simple, that of a child of the fourth grade.
4. It teaches functions of organs, not a long list of technical terms.
5. The portion of the text which meets the requirements of the law as to tobacco and alcoholic liquors is such as to make this instruction personal and practical, and at the same time the most interesting part of the book.

Cloth, 204 pages. Price, 45 cents.

*Discounts to Schools and Dealers. Write for Sample Pages.*

*As to Towle and Jenks's*

### *Caesar's Gallic War:*

"It is far and away the most practical text-book for classes that I have seen . . . The Appendix defines the principles of Latin syntax in the simplest and clearest language. The simple typographical arrangement by which the student is led to refer from his notes to the Grammatical Appendix is one of the many attractions of the book." So writes to us an experienced teacher of Greater New York. Others think so, too. **Gallic War, complete. List Price, \$1 25.**

Tunstall's Cicero's Orations, \$1.25.

Barss's Writing Latin, Book One, 50 cts. Book Two, 75 cts.

Bain's First Latin Book, 75 cts.

Dotey's Latin Exercise Books on Caesar's Gallic War. Four Books, 20 or 25 cts. each.

CORRESPONDENCE INVITED

UNIVERSITY PUBLISHING CO., 27-29 W. 23d St., New York

# TO OUR MANY SUBSCRIBERS

WE OFFER A SAFE, CONSERVATIVE, SUBSTANTIAL  
OPPORTUNITY FOR A 7 PER CENT.  
INVESTMENT

## UNITED EDUCATIONAL COMPANY

SUCCESSING

*E. L. KELLOGG & CO., Founded 1874*

*E. O. VAILE, - - - Founded 1880*

61 East Ninth Street,

NEW YORK



FOR A VERY LONG TIME many of our subscribers have been faithful to the Educational Work which has been accomplished by the predecessors of this company.

Teachers have come and teachers have gone, but our publications have steadily and consistently fulfilled their functions, guiding, directing, stimulating, and helping those who have been engaged in the trying and responsible duties of scholastic work.

We are proud of this record, and we appreciate the heritage to which we succeed.

Our Family of Readers engirdles the world, and our one aim is to **do things** in such a way, with such a purpose, and with such efficiency as to make an indelible impress upon Education for its uplifting and enriching benefit.

We are not satisfied to move along in the same old way. The law of life is progression. We want to expand, to steadily advance, to attain greater and greater development.

Whatever we shall accomplish will be through the co-operation and support of our subscribers. What more natural than that we should want our subscribers to share in our material prosperity?

## AN ENLARGED OPPORTUNITY FOR PROFITS

By the consolidation into one company of the interests of our predecessors—interests that have existed commercially for twenty-five and thirty years—we are permitted to realize a very much increased patronage, which enables us to perfect the various branches of our business in such a manner as to gratify our present circle of friends and to materially increase the number of our subscribers.

## INCREASED CAPITALIZATION

This enlargement and improvement of our operations has very naturally necessitated an increase in the capitalization of our business. To accomplish large things commercially plenty of capital is imperative. For this reason we have organized our present company with a capital of \$300,000, of which \$100,000 is Preferred stock.

## PREFERRED 7 PER CENT. CUMULATIVE STOCK

The Preferred stock is non-assessable, of a par value of ten dollars a share, and carries a 7 per cent. cumulative clause. It is Preferred both as to Assets and Dividends. This preference means that the entire assets of the business after the payment of the current indebtedness of the company is pledged to the redemption of the Preferred stock at par before any of the assets can be applied to the common stock. Furthermore, the profits of the company must be devoted to the payment of 7 per cent. dividends upon the Preferred stock before the common stock can participate in the earnings. Furthermore, the cumulative clause means that 7 per cent. dividends must be paid upon the Preferred stock each year, otherwise such deferred dividends become an obligation upon the company, which must be subsequently paid just the same as any other liability. This form of investment thus partakes of a very substantial character.

ASSETS FULLY PROTECT

The Assets of the business are shown by valuations to be sufficient to protect the total issue of the Preferred stock, and the net earnings of the company should certainly insure the regular payment of the dividends required.

\$50,000 OF PREFERRED STOCK OFFERED FOR SALE

Of the \$100,000 of Preferred stock only \$75,000 will be issued at the present time, and of this amount \$50,000 is now offered for sale to our subscribers in shares of \$10.00, and upon such a basis as to make it reasonably possible for an investor to realize a return of from 7 per cent. to 10 per cent., and even more, upon this outlay.

SALE OF STOCK GUARANTEED

Every dollar of this Preferred stock that is now offered for sale has been guaranteed so that it does not affect us financially if not one share is purchased by our subscribers, but as it is our patrons who will enable us to pay dividends, so it is to our patrons that we should like the dividends to go.

EASY TERMS OF PAYMENT

For the benefit of those who would like to take advantage of such an opportunity, but who do not like to draw their savings from their bank, we have arranged to allow them the privilege of paying for each share of Preferred stock which they purchase at the rate of one dollar per month for a period of ten months. Five shares, five dollars per month. Ten shares, ten dollars per month.

THE DUTY OF SAVING

All teachers should plan to lay aside something each year as an investment out of their earnings, no matter how small such earnings may be. As a rule teachers do not have many opportunities for reliable investments in small amounts, and for this reason are sometimes inveigled into visionary and unstable propositions by the unjustifiable promise of large returns. It is because of this condition that we have decided to present this opportunity to our subscribers of becoming interested in a line of activity the stability of which has been proved by long years of operation and with which teachers are familiar, and in which they are interested. We do not submit it as a bonanza that offers marvelous returns, but as a safe, conservative, substantial investment that promises to produce regular and attractive dividends.

FURTHER DETAILS UPON APPLICATION

Send for a prospectus giving figures and facts.

UNITED EDUCATIONAL COMPANY

SUCCESSORS TO

E. L. KELLOGG & CO., Founded 1874

E. O. VAILE, - - Founded 1880

61 EAST NINTH STREET, - - - NEW YORK

UNITED EDUCATIONAL COMPANY

61 East Ninth Street, New York

GENTLEMEN:

Please send me further particulars relative to the Preferred stock of your company which you offer for sale.

Signature .....

Street Address .....

City .....

Date ..... State .....

## TEXT BOOKS OF ART EDUCATION

Good and appropriate examples in the hands of pupils are essential in teaching art in the public schools. Text Books of Art Education provide the necessary material. They are systematic, artistic and comprehensive. Write for prospectus and list of adoptions.

### FREE

to School Superintendents, Supervisors and School Officers returning this advertisement, one copy of

## THE PATH TO THE GARDEN OF ART

**The Prang Educational Company**

113 UNIVERSITY PLACE, NEW YORK

## NATION AND STATE

### *A Text-Book on Civil Government*

By GEORGE MORRIS PHILIPS, Ph. D.

**PLAN.**—It is not a history of the origin and growth of government. It is a text-book which the average pupil who is ready to take up this subject can understand and study to the satisfaction of himself and his teacher. It includes just the points that you would put into such a book and omits just what you would omit.

**SIZE.**—It is not too big. Nothing essential is omitted, but a reasonable size-limit is secured by the omission of non-essentials and by unusual simplicity and clearness of statement.

**MAKE-UP.**—This book contains 206 pages, divided into twenty-six chapters, which are sub-divided into topics briefly treated in separate paragraphs. Differences of importance are clearly indicated by differences in type. The print is good. The binding is in cloth with gold letter, and is attractive and substantial. There are fine, full-page, suitable and interesting illustrations.

**Christopher Sower Co., Publishers**

614 Arch Street

Philadelphia

## Pears'

Pears' is essentially a toilet soap. A soap good for clothes won't benefit face and hands. Don't use laundry soap for toilet or bath. That is, if you value clear skin.

Pears' is pure soap and matchless for the complexion.


Sold in town and village

## FRENCH BERCY'S TEXT-BOOKS

for teaching French

are used everywhere. Send to the publishers for copies for examination

**WILLIAM R. JENKINS**  
851 and 853 Sixth Ave NEW YORK



**CLYDE LINE**  
TO FLORIDA  
ONLY DIRECT ALL-WATER  
ROUTE BETWEEN  
NEW YORK, BOSTON  
and CHARLESTON, S.C.  
JACKSONVILLE, FLA.

St. Johns River Service Between  
Jacksonville and Sanford, Fla.,  
and Intermediate Landings

The "Clyde Line" is the favorite route  
between New York, Boston, Philadel-  
phia, and Eastern Points, and Charle-  
ston, S.C., and Jacksonville, Fla., making  
direct connection for all points South and  
Southwest.

Fast Modern Steamships  
and Superior Service

THEO. G. EGER, G.M. WM. P. CLYDE & CO.,  
General Agents, 19 State Street, New York

WE ARE MORE THAN PLEASED WITH THEM

This was  
said of

## ESTERBROOK'S PENS



SLANT, MODIFIED SLANT, VERTICAL

THE SPECIAL REASON, THEIR EASY WRITING QUALITIES

Ask Stationer

THE ESTERBROOK STEEL PEN MFG. CO. 26 JOHN STREET, NEW YORK  
WORKS: CAMDEN, N. J.



# THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LXXII.

For the Week Ending September 23

No. 11

Copyright, 1905, by United Educational Co.

## Superintendent Greenwood's Annual Benediction.

Annual address to the teachers of Kansas City, Mo., delivered by Supt. J. M. Greenwood, Sept. 9, 1905.

### The Teacher.

Teaching is the noblest of professions, but the sorriest of trades. Every great and successful teacher must be imbued with spirit which delights in the acquisition, the assimilation and the expression of the highest forms of knowledge, now recognized as the essentials of clear thinking among the leading educators of the world. Teaching power without adequate scholarship and special technical knowledge of the history, the theory, the philosophy, and the practice of education leads to pedantry, narrowness, and terminates in intellectual suicide. These fatal results many of you have sought to avoid by broadening your spheres of knowledge in many directions. The qualifications demanded of teachers in all grades of schools require higher and more exact knowledge and skill than at any previous time in our country's history. This demand is widespread and universal. The day is past when teachers and principals in any system of progressive schools can stand and mark time year after year, and vainly imagine that their work is in line with the best thought of the age; and the community that tolerates it will find its schools falling far back in the rear rank. The late Arnold Tompkins liked to teach better than to do anything else. No one should ever trifle with the interests of childhood.

In the selection of teachers in the best city schools of the United States, the real problem is to secure teachers of adequate scholarship, appropriate insight into educational theory and contemporary practice and technical skill, united with continuous growth. The day of the lazy teacher or the ignorant teacher has well nigh ended in all intelligent communities.

New conditions face the educators of America each year. Teachers must realize these conditions. With the extension of knowledge along all boundaries, the improved method of rapid and reliable transit among all the leading nations of the earth, the multiplication of books, newspapers, and magazines, insuring a widespread diffusion of knowledge in all departments of human activity—the teacher who does not catch and hold the spirit of the hour and become inspired toward grander achievements and the realization of loftier temporal and spiritual ideals, falls far below his high calling. The world's great teachers have all had lofty ideals of life and its duties, and these they sought to realize in the lives of those whom they have taught, and of the innumerable hosts that have come after them. When the founders of this government decided to set up a plan for building a free and independent nation, they had certain notions of pure and unselfish patriotism in mind and toward which they would have all true and worthy citizens strive. They saw clearly that the good citizen should obey the law and stand for

its enforcement, that life and property must be secured and protected unless forfeited by the commission of crime, that the entire body of the people should be intelligent, virtuous, moral and God-fearing, and that the only aristocracy should be one of character, not founded on titles and material possessions, in order to give dignity and weight to public opinion. The President of the United States in his Asbury Park address, touching this matter, says, when speaking of the dangers of swollen fortunes to the community,—“that their success sets up a false standard, and so serves as a bad example for the rest of us.” Mind and character are of better stuff and of greater value.

This remark applies to such as trust in their riches and social position for the sole purpose of attaining prominence in the eyes of the world. Those who permit their thoughts to move continually on a low plane of living and thinking seldom rise to the higher spiritual manifestations of life, and thereby deprive themselves of the very best there is in this world,—that higher form of communion which adorns and elevates humanity. Were it not to preserve our nation and its institutions and to perpetuate to the remotest posterity all that we hold sacred, schools would not be established, maintained and operated for the purpose of educating the youth of this land. In no primary or secondary sense are schools created and perpetuated as one of the great institutions of our civilization, for the sole purpose of giving employment to persons except as they are chosen on account of sound scholarship, special attainments, private personal qualifications and continued efficiency to train the youth of America to become better men and women. Yet I am deeply impressed with the fact that the world's work must be done largely by common people—common men and women. There are not enough geniuses to go round even as critics and fault-finders; but to teach well should be the highest ambition of every ordinary teacher. To teach, as Arnold puts it, from a living fountain, should be the highest aim of every true teacher. The great teacher shares his scholarship with his pupils.

### Industrial Education in the Grades.

While sight must never be lost of the vital importance of the common branches in any scheme of education, and without which there can be no real education either in scholarship or literary culture, yet there are the other lines of work that enter into the everyday affairs of a large part of our modern urban life which must be provided for. Kansas City must extend industrial training into all the ward schools. A beginning has been made and its beneficial results should be extended to all the pupils. School-houses are built to be used and

for use, and no narrow policy which would shut them up for half the year is correct in theory or is sound in practice as an economical or educational investment. As I pointed out a year ago, it would bankrupt any other line of business in this country except "Trusts," to let its plant lie idle half the year as is done with school-houses.

There are some children so constituted mentally that they can never become scholarly, and they need to learn certain handicrafts in order to support themselves; others again, owing to the ups-and-downs of social life in America, should learn how to do certain kinds of domestic work, or be able to take part in other occupations usually classed as skilled labor,—such require a trained mind, eye and hand in order to become members of the producing class. All such pupils need an education of the hand as well as of the intellect. Under whatever broad aspect this subject is viewed educationally and economically, the time certainly has come when industrial training and domestic science should be easily accessible to all the pupils of our ward schools. Whether all would avail themselves of the privilege is a question that is of minor importance. In this scheme is not included such work as drawing, basketry, and such other kinds of light industrial work as we already have in several of the schools, but I mean for the boys work in wood, not whittling, which is a species of doing next to nothing under an illusion of work—but real work in making some articles that can be used somewhere and somehow. There should be certain types of work carried on, and from which each child would derive benefit. So far, we have in this country confined the industrial work in the high schools for boys to working in wood, iron, and steel. These can only afford a very limited range of material when one stops to consider the vast scope of occupations in which our people are now engaged. The various industries and occupations of this city are numbered by the hundreds, and while the schools can touch only a few of these as types, yet the ones brought under the course of instruction should include a much wider range than is usually given in city schools.

As an adjunct of the regular school work, the girls should be taught household duties, and by this I mean all kinds of work that mothers and daughters have to do about the home, such as keeping a house in order, cooking, fitting clothing or remodeling it, sewing, patching and mending garments. They should be taught in the upper grades how to distribute the weekly earnings of money for household and culture expenses based on the weekly earnings of the average mechanic, or the ordinary laborer, and a great deal concerning the properties of different kinds of foods and what kinds to buy, to avoid waste and extravagance. All of this should become a part of a girl's equipment for the duties of life. Knowledge of material things should be gained during the school life of the girl, and the school life and the home life should fit into and supplement each other. The training for all this kind of work must be specific and it should be practical. It is recognized that a very large majority of our girls, unless they be taught in the schools, will grow into womanhood ignorant of household duties and only qualified to spend the greater part of their lives in doing nothing.

It is an educational blunder to put off industrial training till the child enters high school. The high school should give only the final touches to this work by perfecting what was started in the ward schools. A statement of this proposition is so manifest that it carries its own argument with it.

The course of instruction should be very simple at first, but becoming more complex in the upper grades. It should give boys and girls a very considerable degree of skill in sketching and executing in material forms whatever useful things they may design, and the ability to put them into beautiful forms. The artistic element should never be sacrificed to the useful. The work should stimulate toward higher ideals rather than to let him rest satisfied with commonplace results. The incentive should act so powerfully on the pupil's mind that he will do his best all the time. I recognize clearly the two different kinds of activities which must be considered in all schemes of education,—an intellectual and moral aim in which the child must exercise his mind on things and actions expressed in words and feelings,—the meaning the words convey from the printed page, or from the spoken words which stimulate to greater exertion, and create a fixed purpose to reach better things in conduct and orderly thinking. Under this type should be included what is now called regular school work and a part of what is usually classed as industrial education. But the other side should embrace a larger field of training,—one that brings into exercise the directive and purposeful activity of the physical nature of the child. More tersely put, he should study, work, and play each day he is well, with such spontaneous activity as will keep him physically, mentally, and morally in a good, healthful condition.

This work can be done by installing centers in certain school-houses and putting the schools into groups, and assigning the children to these groups for instruction at stated periods each week.

A child's interests seldom lie in one direction, but frequently in three or four directions, and these should serve as a guide in emphasizing his mental and physical activities. Even a superficial examination and classification of the different types of character represented by the pupils in our schools, will convince any one that these types require different treatment, and that one of the educational problems is, aside from giving each a sound educational foundation in the fundamental subjects, to strengthen his interests along his natural inclination. Some boys are busy with the facts of every day life, those pertaining to the physical sciences and their application to machinery and to the motor forces of energy, whether dynamic or static, and the conversion of raw material or crude products into manufactured ones. Such take great interest in the methods the world employs in the transportation and the exchange of products, and of man's ability to handle the forces of nature as his agents and servants. Another class cares little for such problems. They are more speculative and idealistic. They want to understand the deeper phases of things, and busy themselves in inquiring into their origin and how and by what forces they had a beginning. They are interested more with ideas than with material thoughts, more with the thoughts of people, especially the higher planes of thought, than on the lines of mere physical existence. Such set the pace in the olden times for the world's best and highest achievements in thinking, and such are the leaders of thought to-day and always will be, because they refuse to fill up their time with "frenzied finance and the commercial spirit of the age." Another class prefer, above all things else, to deal with the affairs of people now living. They become managers of men. They live in the present with only a short future life in advance. It is now or never with them. Enough to last while they live and then to let the future take care of its own interests, constitute their views of life

and its outcome. Of course each of these types gets at subjects in its own way. This brief outline, however, typifies life and its interests on a large scale.

But a system of schools that would take full cognizance of all individualistic peculiarities, would be worse than Carlyle's pot of snakes, each trying to stick its head up higher out of the pot than any of the others.

#### A Vacation Session for Some Children.

If the objection be raised that there is not sufficient time to do all the industrial work during the regular school year, or that two periods a week would not be sufficient for most children in the grades, I see no valid reason why the school-houses cannot be used as working centers for all such children as are obliged to remain in the city during the summer vacation. An hour-and-a-half or two hours a day spent in the work-shops of the school-houses early each forenoon would be far less hurtful to the children than playing in the streets during the entire day. During the same hours the girls in the domestic science work, in all of its more common phases should be trained in the practical duties of the household. The only force of teachers needed, except perhaps a principal at each school, would be the ones engaged in these two special lines of industrial education. During the vacation thousands of children who can attend public school at most only a few years, would be afforded an opportunity to get much more out of school life than is now possible. The school-houses would be thrown open in each neighborhood where a demand existed for this kind of instruction.

Manual training and domestic science do not interfere with the regular school duties. Laziness and waste of time, or time misspent, interrupt and break up orderly habits of study. But regular industrial training should be carried on during the entire period of 185 days when the schools are actually in session. Some children could have an hour or two of industrial work on Saturdays just as is done in many of the German schools. This would be far better than none at all. All indus-

trial work should be left optional, but I am quite sure the average boy or girl would never skip it entirely unless pushed by home pressure.

#### Spending One's Leisure Time.

On the other hand, it would indeed be a low conception of life, and a blight on humanity to shape courses of instruction for making our girls and boys mere machines and machine handlers instead of men and women. The man or woman is always a more valuable product than the machine operated, and these human operatives must be so educated that they not only know how to employ their leisure hours most profitably, but they will actually do so. Could a vote be taken in Kansas City on how the adult population employ their leisure time, the hours not needed for work or recreation to keep mind and body in proper condition, it would show a result far more alarming than any fire-bell that ever rang in the night. The greatest service education can confer on the individual is to equip him to spend his leisure time most profitably. Here is the breakage point in urban and rural life to-day. When one has no resources within himself he too often forms habits and associations which blight, blast, and kill out all nobler aspirations of the human heart. It is just as important for one to employ his leisure time rightly as it is for him to do work faithfully and well. A person who has no interests beyond the place where he works, in his work-shop, room, or office in which his thoughts revolve, leads a narrow and an exclusive life, and most frequently a selfish one, and he lives on a much lower plane than the one whose life is fuller, deeper, richer, and more versatile. There are bread-and-butter views of education, many very short-sighted ones, too,—many one-ideal-ideals as to the proper aim of the school and educational methods. Many regard a human being as a machine whose chief end and aim is to make money, and with them it is the only thing in the world that thinks and talks. Hoggishness should find no encouragement in the school-room, or in a place dedicated to the uplifting of men and women.

(To be continued.)

## Secret of Germany's Wonderful Progress.

[From an interview issued by President Nicholas Murray Butler, of Columbia University, on his return from Europe, and published by the New York Herald.]

To features of an educational system often referred to in this country as "fads," Dr. Nicholas Murray Butler, president of Columbia university, ascribes the wonderful progress and prosperity which within the last few years have been attained by Germany.

No one can speak of this subject with a more intimate acquaintance with facts relating to it than can Dr. Butler. He was for years before his accession to the presidency of a great university an expert on educational matters, both from the practical and theoretical side.

His recent visit to Germany was made under auspices which enabled him to see every phase of the life of that country. Twice he took breakfast with the German Emperor, with whom he discussed educational and economic problems. The Doctor, during his three months' vacation, which has just ended—for he returned last week on the White Star line steamer Baltic—visited many parts of Germany, France, and England, which are not on the beaten paths of tourists, and thus had an opportunity of closely observing the conditions of which he speaks.

"Everywhere in Germany," said the Doctor yesterday, "are evidences of prosperity and development. The country is filled with manufacturing establishments, which are being run to their full capacity. The people are happy, busy, and prosperous. The progress which the empire has made in the last hundred years is truly remarkable. Since the battle of Jena, when the Germans received perhaps their most humiliating defeat, the country has taken on a new life. The development since the Franco-Prussian war is astonishing."

"This progress is due to commercial and industrial advancement, for the Germans are manufacturing for the markets of the world and are competing for trade in every land. Germany has a population of from sixty to seventy millions, and she is reaching out in every direction for opportunities to advance her interests and to find employment for her people."

"Whether or not the population is now too great for the country is not for me to say, for an economist who has made a close study of the relation of the inhabitants to the number of square miles of



territory will be better able to give an answer on that point. The soil of Germany is generally fertile, altho there are some parts of the country where it is not rich. Germany is reaching out for colonies in all directions, as, for instance, to Africa.

#### Know How to Do Things.

"Germans know how to do things and to do them well. They can make cheap goods and make them well. That is the reason that England at the present time is so much disturbed over what Germany is doing, for she is competing everywhere with English manufacturers and merchants. That is the cause of the Chamberlain movement. It accounts also for the nagging spirit which is shown by some sections of the press of Great Britain and of Germany.

"England realizes that she is an island nation and that her population is so large that she must buy her food. She must make some changes in industrial conditions, for she finds she is being crowded both by Germany and the United States. She is beginning now to found technical schools and to train her workers, just as Germany has been doing for so many years. England now sees that if she is to keep pace with her rivals she must improve the condition of her laborers and devote more attention to education along technical lines.

"The Emperor of Germany believes that the secret of prosperity lies in the ability to do things well. The people, in order to be happy, must have plenty to do; they must create something; they must do good business, so that they may make money to give them the comforts of life. They must have prosperity in order to enjoy those higher things to which the Germans are so devoted. The Emperor knows that all of his subjects cannot be musicians, artists, and painters, and that is necessary for the many to follow trades. He fosters music, painting, and literature, while he also seeks that which will make all the people happy, prosperous, and contented.

#### Make Subjects Efficient.

"In order to make his subjects efficient he sees that education is thoro. Nowhere is the educated man held in higher regard than in Germany. There one is respected and honored for what he knows. It makes no difference whether he has money or not. If he has money, so much the better, but money itself does not count. The Germans wish to know of a man. What does he know and what can he do? He is held in high regard as he is able to apply his knowledge to some practical purpose. Knowledge is the foundation of success in the German Empire.

"All her industries are in charge of men who have undergone years of training for their special work, and the scientist is everywhere consulted. That training which makes so much for success begins in the public schools. The Germans devote much time to those things which in this country are called educational fads. I refer to physical culture, manual training, drawing, music, and the like. The opposition to this instruction is rapidly disappearing here, as the nature of it is better understood. The German boy from his childhood is taught to use his faculties. His hands are trained to serve his brain. The English train their brains to serve their hands.

"Education in Germany is practical. The pupils learn theory, and at the same time they are able to execute. The manual training which the German schoolboy receives is of much assistance to him, no matter what vocation he may adopt. If he becomes a skilled artisan his training has taught him how best to carry out the idea he has

conceived. If he becomes an architect his faculties are already accustomed to his work. In this country we put much stress on the so-called three 'Rs'—reading, writing, and arithmetic. There are those who would have especial attention put on those things which are in themselves the least important. How many persons use arithmetic after they have learned to count?

"There are bank clerks, to be sure, who employ it in business, but even they are now getting machines to do their counting for them. After one has learned to count, the study of arithmetic is pursued. That is done largely because mathematics affords mental drill. Of course, writing is the means of communicating thought, and it will always be used.

"It is the fashion to say these branches are not as well taught as they once were, but the fact remains that the children of the present day are more proficient than were their parents twenty-five years ago in reading, writing, and arithmetic.

"Is it not, after all, more important than anything else, that the pupils of the schools should be taught how to use all their faculties? There is no reason why every one should not learn to draw, just as he learns to write. Every one who would learn to draw would not make an artist, any more than does every boy who now learns to write become a poet. Yet writing is useful. It is silliness to decry instruction which has demonstrated its value.

"The German boy is well equipped by the schooling which is given to him by the state. Just now there is an agitation going on in favor of making some reduction in the number of hours which pupils are required to attend their lessons in France and in Germany. I do not doubt but that some change will be made. That would follow out the American idea that by having fewer hours it would be possible, by concentrating the attention, to accomplish as much.

"The German schoolboy begins his day at seven or eight in the morning and is thru at three o'clock. His instruction embraces from twenty-eight to thirty hours a week. The pupil leaves his common school at the age of thirteen or fourteen. He enters the army at about eighteen years and gives three years of service to his country.

#### Large Standing Army.

"It is the German idea that it is necessary to maintain a large standing army and that every man should have three years of military training. Personally, I do not think that the withdrawal of so large a proportion of the population from production is desirable. Not only is the country deprived of the results of their labor but the population not in military service is obliged to support them. In the army, however, the German youth receives training, altho I do not think it does much good in most cases, because such service is disliked and most of the young men would avoid it."

"Is it not true," I asked, "that following the civil war in this country many men returned to commercial and industrial pursuits whose training in the army enabled them to achieve success in times of peace?"

"Quite true," was the reply; "but it must be borne in mind that the civil war veterans were men whose character was already formed, while the German soldiers of whom we are speaking are mere youths.

"However, the young German goes to his work equipped, and immediately he comes under the supervision of well trained and educated men. Every factory in Germany has its chemist. No great manufacturing enterprise would be undertaken over there without the advice of scientists.



There is the demand everywhere for the man who knows.

"The German workingman is intelligent himself, and he is intelligently directed. Back of him he has a tradition to uphold, for the Germans have for centuries been artisans and artificers. They give character to what they do. We find an old pot a hundred or so years after it has been made and put it in a museum. Why? Because the German or French artist who made it did his work well.

#### Willing to Learn.

"Another reason which accounts for the great commercial and industrial success of the Germans is their willingness to learn from others. You see them peering into the shop windows of Paris.

"They have come there to study, and they return to their native land and produce the same things, only they are able to sell them more cheaply, because they have, with the aid of their chemists and scientists, devised some method by which they lower the cost of manufacture. The influence of France upon the arts of Germany is marked. The French are artistic in everything they do. That is why the world goes to Paris to buy gowns and bonnets and jewelry. France has the sense of the beautiful when she manufactures even common things. It is this artistic bent fostered by the schools of France and of Germany which is responsible for the art nouveau.

"Technical education in Germany never comes to an end. One of the most useful institutions in the empire is the technical high school at Charlottenberg. It maintains a corps of specialists in every branch of industry. If a dyer finds that his product is not satisfactory he takes samples of the water from his vats, specimens of his dyes and bolts of the cloth which he has colored and goes to Charlottenberg. He tells his troubles to the professor who has charge of that department. They talk the matter over with him thoroly. The professor examines the samples and the dyer camps for a week at Charlottenberg.

"The professor will tell after he has completed his investigation that he finds such and such a fault in the process, and say that if certain changes are made everything will be all right. The dyer goes home happy. If a manufacturer of rolled beams experiences difficulties which he cannot overcome he also goes to Charlottenberg. In such cases the manufacturers do not have to pay a cent.

#### Gives People Opportunities.

"It is regarded as one of the duties of the government in Germany to see that the people get opportunities. The consuls are in reality so many commercial agents in foreign lands. If a consul hears of a contract anywhere in the neighborhood of the place in which he is stationed he at once sends word to the German manufacturers that he has seen the chance for which they were looking.

"What is being done in Germany in the way of technical education," continued Dr. Butler, "has been well begun in this country. It may be said that the Centennial Exposition of 1876 was the awakening of the United States to what could be accomplished by the application of scientific knowledge to manufacture. The exhibits of Prussia and of France were a revelation. The exposition of Philadelphia, altho the fact has not been heralded, was really the beginning of a revolution in American industries.

"Now it is becoming the custom for all the great corporations and manufacturing enterprises to have the advice of men of science. The city plans a new water supply, and it consults Professor Burr, an expert. A large iron manufacturing

concern in Pittsburg contemplates making changes in it process, and it consults Mr. Howe.

"The technical schools of the universities are efficient and in metallurgy and engineering they excel. There is room for greater development here, especially in chemistry and the allied sciences. The United States has thoroughly awakened to the needs of technical education. More secondary technical schools are required.

#### Believes in "Fads."

"I believe in what are called fads and frills—in other words, the teaching of physical culture, of manual training, of drawing, of that which trains the hand and eye. There is a growing sentiment in favor of such education and within ten years the personnel of the teachers will be so changed that these branches will be generally adopted. They will be taught, too, not in a perfunctory or lackadaisical way, but by teachers who believe in them. It will, of course, be hard for those instructors who were brought up with the idea of teaching only certain things to follow this new idea.

"And here," continued the Doctor, "we reach the question of combining the ideal with the practical. It is hard to maintain a balance, to keep the material from outweighing idealism. In Germany and France this balance is natural. In this country it is necessary to constantly hold up the ideal. America presents many problems of a material kind. Forests must be cut down, rivers spanned and railways built. It is necessary that these things be done that we may live.

"In Germany and France the material is kept from becoming too important by tradition, and by the temperament and inclination of the people.

"It has been said that the Germans are a practical people. So they are; yet there is in them a love for the ideal. With possibly the exception of the Scotch, the Germans read more poetry than any other nation in Europe. It surprised me as I came in contact with Germans in all walks of life to find how much they knew of the poems of their language.

"The Germans recite verse often, and some of them carry about with them works of their favorite poets. There is among them a deep love for the artistic, and the art museums on Sundays are crowded with visitors belonging to the working class. The art life of the race, too, is fostered by their love for music, for in small beer gardens over there, and, for that matter, in German resorts in this country, one may hear an orchestra as good as that furnished at a high class concert. The Germans and French are not likely to lean too much toward the material.

"In spite of all the progress which the United States has made in commerce and industry, there are many signs that she, too, is keeping the balance even between the ideal and the practical.

"One of the significant things here is the revival of architecture in this country. Office and public buildings are of ten beautiful. It was once thought that any structure which was useful must be ugly. In recent years there has been a strong tendency in the other direction. The work of the Municipal Art Commission, which is responsible for such decorations in public buildings as those which appear on the walls back of the judges at the Criminal Courts, has been of great value.

"The exhibitions of the American artists such as those which are held in West Fifty-seventh street, have fulfilled a mission. Worthy of praise, in my opinion, as a means of calling the attention of the young to the artistic are the new school buildings which have recently been erected here under the supervision of Mr. Snyder, the architect

for the board of education. It was not so many years ago that school-houses were built like barns.

"In this country, as soon as men attain wealth, they turn to indulge their taste for art. Their purchases will eventually result in the enrichment of the great museums of the country, for it is the disposition not to keep art works in private houses, but eventually to give them to institutions where they may be seen and enjoyed by all.

"No man better understands the relation between the practical and the ideal than Sir Purdon Clarke, who has taken his place as director of the Metropolitan Museum. His coming here will result in bringing about a closer relationship between the industries of the country and art, for his views on the crafts are well known. His work in England along that line has been far reaching and important.



## Digest of School Laws

(Continued from THE SCHOOL JOURNAL of September 9.)

### Western States. II.

Oregon elects her state superintendent every four years, and allows him \$3,000 as a salary. A teacher, in order to secure a first-grade certificate, must have taught for twelve months, and obtained an average of 90 per cent. in the examination, with not less than 70 in any branch. If the applicant receives 90 per cent. in two successive examinations she will be excused from further examination in these subjects, and credited with the standing she has earned. The first grade certificate is good for three years. The average for a second grade is 80 per cent., and it is good for two years; third grade, 75 per cent., and not less than 60 in any branch. A primary certificate is also issued which permits the holder to teach in the primary grades not above the third, or in a graded school as an assistant, and is valid for three years. The average necessary for such a certificate is 85 per cent., with 70 as the lowest mark in any branch.

State certificates, good for five years, are issued by the Oregon state board of education. The average necessary is 85 per cent. A state diploma, good for life, is granted to those who have taught for sixty months, fifteen of which have been in Oregon. It is also necessary to pass the examinations required for state certificates with the addition of several other specified subjects, in order to gain the state diploma.

They elect the state superintendent biennially in South Dakota, and fix his salary by law. The state diploma issued by the board of education is good for life and permits teaching in any school in the state. Certificates are of three grades, a first, valid in any county in the state; a second, valid in the county in which it is issued, and, a third, which may be granted to the same person but twice.

Washington elects her state superintendent every four years, with a salary of \$2,500. The board of education is allowed to issue both life diplomas and state certificates. The latter is valid for five years. The state superintendent grants the usual graded certificates, the first of which is good for five years, the second, two years, the third, for one year.

A temporary certificate may be issued by the county superintendent. Life diplomas are issued only to applicants as have taught school for ninety months, fifteen of which must have been in the public schools of the state. Twenty-seven months of teaching are required of those seeking state certificates, nine being in the state.

When a holder of a first-grade certificate has taught for twenty-four school months successfully, he may have the same renewed without further examination, the terms of the renewals being five years.

Renewals for two years are granted to holders of second grade certificates who have taught for thirty-six months.

The superintendent of the territory of Oklahoma is appointed by the governor. This is the only appointment made in the states enumerated above.

The highest salary mentioned for state superintendent is \$3,000, which is paid by Colorado.

### Acknowledgment.

This concludes the abstract of school laws regarding the qualification and certification of teachers, as gleaned from the advance sheets of a circular entitled "Digest of School Laws," issued by the United States Bureau of Education, 1905. The importance of the series will be appreciated by all who have followed it from the beginning. The editor would be grateful for copies of new school laws passed since the beginning of the present year.



## Visit to a German School.

Last April two delegates were sent from England to investigate the conditions of life and labor in other countries. Their special mission was to inquire into the physical and industrial life of brassworkers. While in Berlin the delegates visited a school in the parish of Rigær Strasse. The *Schoolmaster* (London) prints the following interesting extract from their report.

"We saw no case of underfed, poorly clad, or untidy children, either in the streets or in the school. The children of needy parents receive shoes and clothes from the municipal poor guardians and societies. They must come clean and well dressed. There are thirty-six official school doctors in Berlin, each having a group of about seven schools to attend to. Every new scholar is examined by them, and doubtful children are thoroly examined in the presence of their parents. If needful they are kept under medical supervision, and special seats are provided where defective vision or hearing render it advisable. Spectacles or instruments are provided. The school we inspected was one of the most recently built schools and had the latest improvements, with accommodation for 1,000 boys and 1,000 girls (2,000 children.) The director has funds to supply needy children with food, but the sum required was practically nothing, for it only amounted to £4 per annum among the 2,000. In the basements were extensive bathing accommodations, principally warm shower baths. Each of the 2,000 children received a shower bath weekly. Soap was provided, but they brought their own towels. The class-rooms were large, about twenty-eight feet by seventeen feet and fifteen feet high, for classes of forty to fifty scholars. The floors were of wood, and were swept every day, and oiled four times per year. The desk with seat is hinged to the floor, so that it lifts up for cleaning purposes, but it cannot be displaced. The desks are washed every day with water.

The attendant looks thru a glazed porthole into the class-rooms from the passages, so that he can see a good large thermometer inside, and regulate the temperature. On the top floor is a large gymnasium about eighty feet by forty feet, and fifteen feet high, and there is a hall for festivities about forty feet by twenty feet; also two conference rooms are provided for the teachers. We



saw a class at work drawing flowers and plants from nature; another class was drawing the same objects from memory and doing excellent work. On our entering all the scholars rose from their seats and remained standing until told to sit down.

The Scriptures are read and explained according to Evangelical-Lutheran tenets (three or four hours weekly are given to this subject;) other denominational children, except Jews, must prove that they attend their own religious classes."

The time-table shows that for children between six and seven the school commences at 9 a. m. in winter and 8 a. m. in summer, and closes between 12 p. m. and 1 p. m. in winter and between eleven and twelve in summer. For scholars above this age school begins at 7 a. m. in summer and 8 a. m. in winter, closing about noon in the former and about one in winter. The hours spent in instruction vary according to the age of the children from twenty hours a week to thirty-two hours; and they have to bestow from six to twelve hours a week upon home lessons. There are three intervals for rest during the five hours devoted to work, in one of which lunch is taken. Generally the lunch is a sandwich and milk, the caretaker selling milk of an approved quality.

"If children desire to work at any employment in the afternoons they must get permission from the police. In this school from fifteen to twenty boys are so occupied, mostly on errands; and from ten to fifteen little girls as minders of children. No child vendors of newspapers are seen in the streets. No young girls are permitted by the authorities to stand in the gutters selling flowers. Schoolboy smoking is not allowed. The boy would have his cigarette knocked out of his mouth if seen by a workman in the street, and the workman would be thanked by the parents for so doing."

## Good Teachers Demand Better Pay.

[From the Annual Report of the Schools of Stoneham, Mass.]

During the year covered by this report eight teachers have resigned. Among the number are included several most excellent teachers, who are now receiving larger salaries than is paid in Stoneham. It is increasingly difficult to obtain excellent teachers at the salaries now paid.

We pay our grade teachers ten payments a year of forty-five or fifty dollars each. But this does not mean that they receive this amount each month, for nothing is paid them in July or August. Ten payments must pay all their expenses for an entire year. Custom and the demands of the public have fixed certain hours of the day, certain days of the week, and certain vacation periods when schools are not in session. But these limits do not bound the teacher's activity. Successful teachers give their entire working strength for the year to their professional duties. Basing our computation upon the full number of working days in a year, it is readily seen that we pay our grade teachers at the lower rate \$1.44 a day, and at the maximum figure \$1.57 a day. Skilled workmen of experience in any occupation receive higher wages than this. The cost of living, including room, board, and washing, is from seventy to ninety cents a day. When to this is added the cost of clothing and necessary incidentals, it is evident that little is left for intellectual and professional improvement. There is no chance whatever to lay aside anything to keep from want and meet the needs of the last years of life.

It is entirely possible to find women who will teach at the salaries we now offer, but if we are to maintain the excellent standard which our schools have attained in the past, an increase in the maximum salary offered is necessary. The school committee should be in a position to offer any teacher of superior ability at least \$600 rather than allow her to accept a position in a neighboring city or town.—*Supt. Charles E. Stevens.*

Advocates of higher salaries for teachers are fond of contrasting the pay of street sweepers with that of educators. Now the information comes that in New Haven, Conn., the city gives its street sweepers \$530 per year while some of its school teachers receive but \$300. In Lansing, Mich., the lowest paid knight of the broom receives \$420, and the lowest paid teacher, \$350. The reason for this, it is said, is that the street sweeper has more "pull" at the polls.

## Recent Legal Decisions.

### Indiana Truancy Law.

A school case at law brought by Leander Westby, of Porter county, is creating interest among educators, both in Indiana and in other states. On the decision, it is said, rests the foundation of the truancy law.

The case has grown out of rather an unusual proceeding. It appears that Westby had been sending his two children, aged 7 and 10 years, respectively, to the township school. One day he came to the conclusion that his children were not making the progress they should. He determined to take them out of the school and start one of his own. This he did, installing his daughter, a young lady of nineteen, as teacher. The daughter had passed the eighth grade in the public school and had been graduated from the Valparaiso Normal school.

Under these conditions the truant officers brought action against the father and sought to compel him to return his children to the township school. Mr. Westby paid no attention to the action of the truant officer and in consequence was fined the costs, amounting to \$40. Westby has appealed the case to the Circuit Court.

The result will be awaited with interest, for it has been established in Indiana that a teacher is not required to have a license to teach a private school, as in the case of the parochial schools. If Mr. Westby maintains his position it is claimed that the truancy law will be annulled.

### Salary of a Truancy Officer.

Under the charter of Greater New York, the law provides that the school board shall fix and regulate, within the proper appropriation, the salary of clerks and subordinates. Under this provision the board employed an army veteran as an attendance officer to enforce the compulsory school law, and fixed his salary for the first year at \$1,000, and \$1,100 for the second year, commencing on September 8th, 1901. Therefore, at the end of the first year the officer was entitled to \$1,100. He did not receive this until December, 1901. He sued and the court held that the board was liable for the increase for the time between September 1 and December 1, 1901, in spite of the fact that the board had it in its power to reduce his salary to \$1,050. The law stating that a reasonable reduction of the salary of a veteran employed as a truant officer can be made if the board so desires, and a reduction of \$50 was declared reasonable.

### New School Laws for Michigan.

By the recent passage of several amendments to the school laws of Michigan, the state superintendent of public instruction is given increased powers.

In the first place, he is now to have supervision over normal training classes and will prescribe rules for their management. He is also given power to require boards of education to observe the laws relating to their duties. The state superintendent may also request the governor to remove any commissioners of schools or members of boards of examiners who are not qualified for such positions. In the future he is further required to prescribe and publish rules for the management of township and school libraries, and to issue a general course of study for the schools of the state.

# The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

Week ending September 23, 1905.

State Supt. W. W. Stetson's "Questions on the Teacher's Work," in THE SCHOOL JOURNAL of September 9, have attracted wide attention. Some very caustic comment and much hearty praise show that the questions were read with interest. One friend gives vent to his feelings in this way: "Gee whizz! a teacher who sets eyes on this list must feel mightily depressed. I have not been quite sure whether you print this because you think it is something principals and superintendents should use, or something they should steer clear of. It is certainly a formidable list of questions to apply to a human being."

Another superintendent writes: "I am going to study Mr. Stetson's questions with my teachers this winter. They form the best list of educational topics I have seen for discussion at teachers' meetings. We need much of this kind of suggestion for self examination."

A third school man says: "If Stetson expects us fellows to answer those 170 questions in the case of each individual teacher I'll quit. That would mean 19,550 answers for my town. But I suppose the idea is to note down under the proper headings whatever strikes us most forcibly on entering a teacher's room. Come to think of it, the list is not too comprehensive. But it might possibly be condensed into 50 questions covering all points."

A fourth correspondent asks: "Can't you get Stetson to tell us how to use his list to best advantage? He evidently knows the practical side of school work from a to izzard. Let us have more of him."

The "Associate Alumnae" of the Normal college of New York city have earned for themselves the reputation of supplying lectures that will attract large numbers of teachers. This year the Child Study Committee announces that Professor Edward Howard Griggs will give a course of three lectures, October 14, 23, 30, 1905, in the chapel of the Normal college, 68th street and Park avenue, on Moral Education: I. Principles of Government in Home and Schools. II. The Moral Influences of Nature and Society. III. The Use of History and Literature for Moral Culture. These lectures are to be given for the benefit of the Alumnae Settlement Houses. Inquiries may be addressed to Mrs. Lillie Hershfield Levine, 1125 Lexington avenue, who is the secretary pro tem of the Child Study Committee.

The New York University School of Pedagogy is entering upon a new year full of promise for the higher education of teachers. Dean Ballard has added two important courses, which will be conducted by Dr. William E. Chancellor and Dr. Gulick. The former will have charge of the department of School Administration and Supervision. Dr. Gulick will lecture on School and Personal Hygiene and on Principles of Physical Education. The opening of the school on Saturday morning, September 23, ought to attract a large gathering.

Miss Jane Addams, ever alert upon finding new ways for spreading social happiness abroad, recently gave an address to the pupils of the Chicago

normal school, in which she referred to the fact that as soon as children of foreign parentage have acquired some ready knowledge in the common schools they begin to feel themselves superior to their parents. As a remedy Miss Addams suggests that an effort be made to "Americanize the foreign parents as well as their children. Get hold of them, have them attend public meetings in public halls, listen to lectures on America and their native land as well, in their mother tongues if necessary, and you will find that such a movement will place the foreign parents in a rank alongside their children, who have had a few years' advantage in the public schools."

Common school alumni associations ought to receive the fullest measure of encouragement. In New York city their value is coming to be much appreciated. They will hasten the day of the concentration of social endeavor around the school. Here is a sample of an appeal recently issued by former pupils of a New York city school:

"Graduates of School No. 14—Public School 14 is trying to form an alumni association, and would like your co-operation. Any names and present addresses of past graduates will be of great service to us in our work if you will let us know of them, stating year of graduation. If this meets with your approval, please communicate with Jeanne M. Fuller, 866 Broadway, New York city."

## The Sense of Justice.

It is a great step in civilization when a nation provides the means of securing justice. In English history, the barons in 1215 compelled John to agree that he would neither sell, deny, nor delay justice; this meant that he would let the established courts decide what was just. But where do the courts obtain ideas of justice? Kant tells us that man's highest intellectual faculty, the reason, furnishes him with ideas of the good, the true, and the beautiful. A nation in developing its civilization gradually elaborates a scheme by which justice is rendered; at all events, it believes there is such a thing as justice.

It is very interesting to follow the discussions of Jesus concerning justice. He does not turn back to the Old Scripture; he makes constant appeal to the inherent idea of justice. He seems to have considered this the moral touch-stone that would enable the thinking man to know what was right. His discussions are luminous to the teacher who would instill the principles of justice; they disclose both method and matter. It is to point out the extraordinary value of these from the pedagogical point of view that this article is written.

There is the story of the laborers who agreed to work all day for a certain price and then complained because others who began later received the same pay. His hearers probably sympathized with them, but Jesus declared as would the courts of the highest civilization, "You made a bargain and must adhere to it." Agreements must be kept even at a loss, or business would be at a standstill. The workmen thought they were moved by a sense of justice, but it was instead the spirit of envy. "Is thine eye evil because I am good?" is the question of the employer; that is, "because I stick to my bargain?" They did not complain of being underpaid, but that others got as high wages for less time. They were shortsighted and judged superficially.

In the story of the prodigal son the reader will find himself sympathizing with the elder son if he judges superficially. He lost nothing because a feast was given; he might have enjoyed it as



much as the rest if he had not been jealous. The delight in seeing the principle of good or right operate fully and completely leads to that saying, "There is joy in heaven over one sinner that repenteth." This ought to have given delight to the elder son; but his idea of right was a cramped and narrow one, and Jesus rebukes him in the words of the father, "Son, thou art ever with me, and all I have is thine."

There are those who are shocked at the reception of the younger son; they say what is the use of being good if repentant ones are to have the best of both worlds? They sympathize with the elder son; they would have the prodigal actually made into a "hired servant." The point may be illustrated by the effort made by a man to make a machine to mark parallel lines on glass; it would go on accurately for days and then miss a line. All the satisfaction consequent on the almost perfect work of the machine went for naught when the inventor was shown an imperfect line. He gave himself no rest, spending his last years and all his earnings to obtain a perfect result. The joy in heaven among the angels over the repentant one hundredth person is like the joy in the breast of this inventor. It is joy in the triumph of a principle.

Jesus was not a theorist but a realist. He dealt with the animal passion of "getting even," which is so ground into us by social forces and literature that it is held to be good defense for violence to show that the other struck first. Peter under this popular rule was excusable when he struck the high priest's servant and cut off his ear. But Jesus commanded him to refrain. Peter was not governed by a sense of justice but of revenge. Jesus had met the universal feeling that it is proper to "get even" at the outset of his career by declaring the old Mosaic command, "An eye for an eye and a tooth for a tooth," to be an immoral one, antagonistic to true justice. The retributive instinct is one mankind shares with the animals; it is not founded on a moral principle, its aim is not justice.

Jesus said clearly that while in the administration of justice in his day much injustice was perpetrated, yet it was the highest reach of the civilization of the period and should be upheld. While he disapproved of the tax imposed, he paid it, and when arrested countenanced no violence. He died in accordance with his often-stated theory of non-resistance to lawful authority.

These brief reviews of the life inculcations of a teacher, who, as we may say, kept a normal school, let us into the secret of his method. He attempts to ground his pupils in the principles of justice; he leads them to see that justice or righteousness is founded on an altruistic desire for the welfare of all. The teacher of a class of boys in a high school may profitably prepare problems in the same manner as did Jesus and reason out the correct treatment. He will find perhaps that his conclusions lead to much broader results than he supposed.

### Untaught Teachers in Russia.

Miss Fannie Kagan, a Massachusetts teacher who returned a short time ago from a visit to her old home in Russia, spent much of her time among the schools of her native country. In a letter to the *Boston Transcript* she gives her impressions of Russian teachers and methods of instruction. She says in part:

"The course of biology in Russian schools extends thru three years. Botany is taught in the first year, zoology in the second, and physiol-

ogy in the third. Considering the length of time given, one might expect that the pupils would get a pretty good knowledge of every one of these subjects, but, unfortunately, they finish their three years' course not only with little knowledge of biology, but, what is still worse, they have a false conception of the subject. The evil lies in the primitive, unnatural way of teaching.

"In order to understand clearly the method used, let us imagine that we are listening to a Russian instructor in botany. The announcement made to the class will be somewhat as follows: 'For next time the class will prepare seven pages about the plant cell. The plant cell being studied under the microscope is found to be composed of protoplasm, nucleus, chloroplasts, and other substances, such as starch or fats. The production is by cell division and by many other ways which are described in your text-book. Do not fail to prepare yourselves to recite all that is written in the text-book smoothly and clearly.' In order to obtain the coveted good mark, the pupil recites about the cell with perfect facility, altho he does not understand half of what he is talking about. As the instructor shows neither living plant nor sufficient illustrations, botany offers no interest to the pupil. It seems to have no relation to his everyday life, because when he sees the plants themselves he does not recognize them. None of the knowledge obtained by so many hours of hard study seems to have any connection with the plant kingdom.

"Physics and chemistry are also taught in a ridiculous fashion in Russia. There are neither physical or chemical laboratories used for elementary teaching. Everything is studied by means of the teacher's instructions and by the text-book. Once in two or three months the tutor performs some experiments in physics, but no chemical experiments are ever shown before the class. It will surprise the reader to know that one school had a pretty good physical laboratory equipped with many and various instruments, but it was forbidden ground. Passing by we could see the layers of dust which covered the instruments, and I wonder now what the laboratory was for! That no experiments were performed was due, not to the lack of a laboratory, but to the ignorance of the teacher, who did not know how to use the capital that he possessed. As for chemistry, we did not even know of the existence of a chemical laboratory. Chemistry was in our eyes a science of nomenclature, of elements, and of formulas which we were obliged to learn by heart, without the slightest knowledge of whys and wherefores.

"While at home this last summer I visited my old schools and explained to the schoolmasters the teaching methods used in American schools, and I described to them the laboratories which I had seen there. In some Russian schools laboratories have been established in the last two years, so that there are hopes that the old and faulty methods will be replaced by a new and useful one.

"Before I left for the United States I met my old tutor in physics and we had a long talk about the necessity of laboratory work for the student, but it was difficult to convince him. Having no power to struggle against the truth, he pointed out that Russians ought not to take lessons from Americans, who recognized no theory at all, but made a god of practice. I could not help laughing at the attitude which he had taken to justify himself. Bidding him 'good-by,' I asked him to visit some American colleges in order to see whether attention is paid only to practice, or whether theory also occupies its necessary place in instruction."

## Sunshine by Education.

The world needs moral and intellectual sunshine. It is gradually becoming apparent that there must be a constant effort to let light enter. This is now assented to by all civilized governments, and every year more money is spent on public education. But every year a vast number of young men and women leaving the public schools desire to possess a college education; our civilization demands the higher education. To meet this need the International Sunshine Society has undertaken to aid students, and is founding scholarships in the colleges.

It has begun the effort to found 100 scholarships in the university at Alfred, N. Y. These cost \$1,000 each, and the possessor of one is entitled to free instruction in the university. Such an effort will, of course, meet with favor. At its head is Mrs. Harriet I. MacDonald, a woman of high culture and broad sympathies, who is giving her time and labor free. Tho but a few months have elapsed since it was undertaken, one quarter of the number of scholarships (100) proposed, has already been started, the donors pledging to continue their gifts.

It seems to have occurred to many to be a beautiful way to erect a monument to some one held in affection. The first scholarship was appropriately named after Miss Cynthia W. Alden, the founder of the Sunshine Society. Another is named in remembrance of Theodore Sword, who will be remembered as a contributor to these pages. In numerous localities small sums are sent on by boys and girls who form "branch" societies. The first "branch" was formed at San Jose, Cal.; the second, at Hernando, Miss. Numbers have been started at other points.

This announcement will be read with deep interest by teachers who see the promise of ability in certain pupils, and are hoping the way will open for them to go to college. If these scholarships are founded, the way will be open. Those who wish to learn about this noble enterprise should address Mrs. Harriet I. MacDonald, 24 and 26 East Twenty-first street, New York. With her are associated some of the most philanthropic people of the time.

## Study of Julius Caesar.

The following remarkable appreciation of Julius Cæsar has been put together without change of phrase or spelling from several examination papers lately presented at an academy in Pennsylvania:

Cæsar is a tragedy of blood. The piece about Shylock was almost bloody but the knife didn't reach the breast of him. Cæsar wanted to be a tyrant but he did not want any crowns on his head so he refused them in broad daylight. He grew so big that he could straddle the world which scared indeed his men who were his enemies.

They came together one night when lions were rained down without chains in the streets of Italy, and when red lightnings were running this way and that. They were all there but Brutus who was the honorablest of all the men when Cæsar lived those days. Cassium and Cascada were much in the things. Then they threw thru the windows of Brutuses' orchard handing characters which made the heart of Brutus burn fierce over the dark state of the peoples' rights among the citizens of Rome.

I pitied Brutus then as he read with tears falling about how he was noble and about how Cæsar was hard on the poor. Then he called his wife and sharpened up his blade and told her not to eat any

fire that day as he could not fail to win the fight. But she ate the fire after jaggging herself.

Cæsar thought maybe on going down street he might be stabbed but he told his wife that he never stood on draperies when it comes to scares. So out he went.

Then Cæsar reached the Senate safe, but Cascada stabbed him deep and Brutus gave him the most kindest cutting, which made the tyrant yell, Eat, too, Brutus?

Then there was a fuss, now I tell you, but Cassium says to Brutus don't give that Mark Anthony anything to say. Brutus got up and said a formality speech with all sentences weighed in balances to his friends, his Romans and their countrymen and they said that he could live long. Then he was nice enough to Anthony to hear him tell how he had butchered a pleading piece of earth and that it was better to bury Caesar right off than to praise him. He had a will which he tried his best not to read. Then they pushed and yelled until he read it thru.

The army came in and Brutus and Cassium put up tents. It was here that these two young men almost licked each other, had it not been for the great honorability of Brutus which scared Cassium to stick his head back again into his tent. Brutus scared him most when he prayed God to dash at him with thunderbolts. Then afterwards they were as good as pie before long.

Brutus didn't worry after he heard that his wife took a few hot coals. He called a servant and ran straight into his sword starting at the sharp end.

This play shows us Shakspear's great knowledge of stabbing in various styles, and shows how familiar he is with army life before the beginning of England. The women he made up in it are very bashful, with dear love for their husbands. The style of writing is good excepting that North's Plutarch helped too much.—*Atlantic Monthly*.

## Educational Associations.

Oct. 13-15.—Nebraska Superintendents and Principals' meetings. Lincoln.

Oct. 18-20.—Council of Superintendents of State of New York, Buffalo.

Oct. 20-21.—Northwestern Wisconsin Teachers' Association, Chippewa Falls.

Oct. 20-21.—Western Minnesota Teachers' Association, at Granite Falls. President, Martin L. Pratt, Granite Falls; secretary, M. L. Jacobson, Atwater.

Oct. 20-21.—New Hampshire State Teachers' Association, at Concord. President, Fred S. Libby, Warner; secretary, Harriet L. Huntress, Concord.

The New Hampshire State Teacher's Association will meet in Concord, Oct. 20 and 22. This association was organized in 1854, and its annual meetings have been a source of great inspiration to the teachers of the state.

Nov. 3-4.—Southwestern Wisconsin Teachers' Association, Waukesha.

Dec. 1-2.—Northwestern Nebraska State Teachers' Association, Crawford.

Dec. 26-28.—South Dakota State Educational Association, Brookings.

Dec. 26-29.—National Commercial Teachers Federation at Chicago. President, C. P. Zaner, Columbus, Ohio.

Dec. 27-29.—Michigan State Teachers' Association, at Lansing.

Dec. 27-29.—Minnesota Educational Association.

Dec. 27-29.—Nebraska State Teachers' Association, Lincoln.

Dec. 27-29.—Missouri State Teachers' Association, Jefferson City.

Dec. 26-29.—Illinois State Teachers' Association.

Dec.—Florida Educational Association, Miami.

Dec. 27-29.—Arkansas State Teachers' Association, Little Rock.

Dec.—North Dakota State Educational Association. Secretary, A. P. Hollis, Valley City.

Dec. 26-28.—Kansas State Teachers' Association, Topeka. President, Thomas W. Butcher, Wellington; secretary, Julia M. Stone, Concordia.



## Letters.

### A Happy Warrior in Modern Education.

In the recent death of Arnold Tompkins the educational world has lost one whose life is fittingly summed up in Wordsworth's "Character of the Happy Warrior." He was certainly marked by his "high endeavors," by his "natural instinct to discern what knowledge can perform," and was "most diligent to learn." He unceasingly labored "good on good to fix," and when he rose "to station of command," rose by "open means," and there he stood "on honorable terms or else retired."

When asked one day, quite unexpectedly, by a friend at a dinner, what he thought should be his contribution to education, he replied, "That I tried to apply the major premise of life to the most minute details of teaching." His major premise of life was that the realization of the highest ideal self was the law of life. His own life, therefore, not only conformed to the standard of the "Happy Warrior," who "not content that former worth stand fast, looks forward, persevering to the last from well to better, daily self-surpassing," but he made this his message to the teaching world so far as he was able to reach it.

That his life has touched and influenced a large portion of the educational world, that effective inspiration has come to an army of teachers by reason of his philosophy of high ideals, need not be emphasized in this article, for his magnetic presence has thrilled hundreds of assemblages of teachers thruout the length and breadth of the land; and his charming personality has uplifted innumerable students who have sat in his classes at DePauw university, the Indiana state normal, the university of Illinois, the Illinois state normal university, and the Chicago normal. And yet to others, those who never saw or heard him, has come many a soul-quickening hour thru the quiet reading of his books on teaching, when, after a discouraging day in the school-room (where one had painfully learned what he said was true, that, "Specific rules and recipes which seem so helpful because of their easy and immediate application, are really impractical and confusing because they have no germinant power and breadth of application.") one was comforted and rested by his theory that "inspiration and guidance thru the daily routine of duty must be sought in universal truth." He claimed that the "teacher who is conscious only of the individual process before him is on the lowest possible plane of unskilled labor; he is the slave of recipes and devices. As by degrees he comes under the controlling power of higher and still higher generality of law, he rises from the automatic action of a mere operative to the plane of rational insight and self-direction."

He was ever trying to separate the mere mechanical phase of teaching from the vital, and to awaken teachers to the fact that teaching is a spiritual process, beneath all the form; and that the quality of a teacher's life is a part of his professional equipment.

It was from his implicit faith in the universe that he evolved every detail of pedagogy. "Every individual object reflects the universe." This he applied to every branch of study from the lowest primary grade thru the university course, and did it, we believe, successfully.

He was a philosopher searching out the universal law of teaching, yet at the same time he brought counsel and comfort to the humble doers of the law.

"Whether praise of him must walk the earth  
Forever, and to noble deeds give birth,  
Or he must fall to sleep without his fame,  
Yet while the mortal mist is gathering, draws  
His breath in confidence of Heaven's applause—  
This is the happy warrior."

Albany, N. Y.

ANNA L. HOLDING.

### Photography as a New Subject.

As a professional photographer, and as the result of a long academic training, I have a constant interest in art instruction. I would be one of the last to underestimate the value of drawing as it is taught at present, the real mission being not so much the training of the hand to dexterity, as the creation in the mind of a love for the beautiful—the strengthening of faculties that make for "good taste."

There is no question that the average child has little or no talent for expression thru the hand, and there is much, and very discouraging, labor wasted in the attainment of the object, i.e., the cultivation of taste.

My suggestion is that the camera—doing the drawing mechanically—will enable the child to more quickly arrive at a governed optional consciousness. The child photographer, under proper instruction, will arrange the visible world into pictorial compositions, and discover the reason why certain arrangements impress one as being beautiful.

I sincerely believe that if photography were taught in the public schools, instead of some of the present "frills and fancies" that the near future would show a keener appreciation of esthetic quality than has ever been evident in the American mass.

PIRIE MACDONALD.

### Control of Regeneration in Plant Life.

Dr. William Albert Setchell, at the head of the botany department of the University of California, is reported to have discovered that the process of regeneration in plant life may be controlled. In his experiments Dr. Setchell so directed the flow of nutrition in the plant that buds were made to grow where they had not grown before. This resulted in the drying up of the buds at the end of the plant which had been the strongest under normal conditions.

It is the first investigation along this line in the field of botany. The results so far obtained are of such importance as to throw new light on the regeneration process. Professor Setchell believes that the problem of polarization may be solved by experiments on the same line.

The past, present and future of Hood's Sarsaparilla are: It has cured, it is curing, it will cure.

## THE SCHOOL JOURNAL

### A WEEKLY JOURNAL OF EDUCATIONAL PROGRESS

For superintendents, principals, school officials, leading teachers, and all others who desire a complete account of all the great movements in education. Established in 1870, it is in the 35th year. Subscription price, \$2.50 a year. Like other professional journals THE SCHOOL JOURNAL is sent to subscribers until specially ordered to be discontinued and payment is made in full.

From this office are also issued two monthlies—TEACHERS MAGAZINE, \$1.00 a year, and EDUCATIONAL FOUNDATIONS (\$1.25 a year), presenting each in its field valuable material for the teachers of all grades and the student of education: also OUR TIMES (current history for teachers and schools), weekly, \$1.35 a year. A large list of teachers' books and aids is published and all others kept in stock.

UNITED EDUCATIONAL COMPANY, EDUCATIONAL PUBLISHERS  
Succeeding E. L. KELLOGG & Co., New York,  
and E. O. VAILE, Oak Park, Ill.

E' IZABETH, N. J.,  
16 Jefferson Avenue

NEW YORK,  
61 East 9th Street

THE SCHOOL JOURNAL is entered as second-class matter at the Elizabeth, N. J., Post Office.

## Notes of New Books.

*Selected Poems*, by Algernon Charles Swinburne, comes as one of the Heath "Belles-Lettres Series," edited with introduction and notes, by Dr. William Morton Payne.—This number of this most excellent series will receive a special welcome in the English class-room, because it furnishes an excellent means of making young students of literature acquainted with Swinburne's work. As "the one great poet left to the English race, at the close of the nineteenth century," to quote the editor's words, Algernon Charles Swinburne is not known to our young people as he ought to be. Thanks are due to Dr. Payne and to the publishers, for rendering available these exquisite poems. (D. C. Heath & Co., Boston.)

*The Beginner's Arithmetic* develops the study of numbers in series and with the aid of constructive work. It presents knowledge of numbers and their relations to one another's knowledge of facts arising from combination or separation of numbers; knowledge of processes; knowledge of measures, weight, capacity, surface, volume, time, comparison of units of value, number, magnitude, time and degree; varieties of applications of number in concrete problems. Large type is used and care is used to keep the vocabulary and sentence structure simple enough to be easily read by the pupils. Class work and seat work alternate. The aim has been to combine the newer ideas of primary number teaching with the older methods. The authors have so arranged the work as to provide helpful use of magnitudes, correlation with the occupations and interests of children, the doing as well as the saying and the doing before the saying, and exercises that give training in judging. The concrete problems are not confined to buying and selling; in the main they call for measurement of quantity, time, activity, etc., instead of dealing largely with commercial transactions. The illustrations, some of them colored, render the pages attractive and give substantial help to the pupil. (D. C. Heath & Company, Boston.)

*A Practical Commercial Speller* contains a collection of words very frequently misspelled by pupils pursuing commercial studies. In order to make it really serviceable the notebooks of such pupils have been examined; the ones most frequently missed have been selected. Of the 146 lessons, 100 contain untechnical words, 8 general business terms, 11 relating to goods, etc. There are also legal, electrical, and transportation terms. But there are other valuable features—names of cities, abbreviations, and contractions, and Christian names. Altogether it is a book of real value for commercial schools, and for business men and women. (Ginn & Co.)

Because the teachers of a generation ago knew practically nothing of school hygiene, a large proportion of the men and women of to-day must go thru life with crooked spines or unevenly developed bodies. There is no such excuse for the teacher of the twentieth century. Twenty years ago one could say that books on school hygiene were not available; there are several such books on the market now. And one of the best of them, because of its simplicity, completeness and the practical advice it gives, is *The Hygiene of the School-room*, by William F. Barry, M. D., a member of the school board of Woonsocket, R. I., and consulting physician to St. Joseph's hospital at Providence. It takes up the whole subject from the foundation, beginning with the selection of a site for a school building. The chapters include: The Construction of School Buildings; Ventilation; Heating; School Furniture; Light; The Hygiene of the Eye; The Hygiene of the Ear; The Vocal Organs; Relation of Contagious Diseases to the Schools; Medical Inspection of Schools; Modern Education and Health; School Diet; Physical Training and Exercise; Corporal Punishment; Sickness and Accident in the School-room; The Teacher's Health; Defective Children. The illustrations, twenty-seven in number add materially to the value of the book. Dr. Barry's advice should be at hand on many a teachers' desk where it can be consulted at any time. (Silver, Burdett & Company, New York city.)

Lovers of the late Edward Moran's paintings—and they are many—will rejoice to know of a book written by Mr. Theodore Sutro, for many years the intimate friend of Mr. Moran. It is entitled *Thirteen Chapters of American History Represented by the Edward Moran Series of Thirteen Historical Paintings*, and it is a very attractive volume. The thirteen paintings are reproduced on tinted paper, in brown, and each is accompanied by an interesting descriptive essay by Mr. Sutro. The original paintings are on exhibition in the Metropolitan Museum of Art in New York city. This is the first time that any reproductions of them have been accessible to the public, as they are all copyrighted. The book also contains reproductions of original portraits of Mr. and Mrs. Moran, by their nephew, Thomas Sydney Moran.

The book is of very great interest in connection with the study of American history. It is a beautiful book to own.

It belongs by right of its exceeding value in every school library in the United States. (The Baker & Taylor Company, New York city.)

The little book on the *Principles of Art Education*, by Hugo Munsterberg, professor of psychology in Harvard university, is full of practical suggestions and ground principles for the teacher of drawing. The discussion is divided into three parts, philosophical, esthetical, and psychological. Philosophy, the author says, seems a big term to apply to the question of drawing instruction in the public schools. But one has only to follow Professor Munsterberg's reasoning to see how aptly he attaches it as a principle of art study. While philosophy shows us the general principles of art, esthetics develop the consequences of that principle for the different spheres of beauty. In this section of his book, therefore, the author directs the teacher in her efforts to cultivate in the child a proper sense of unity and isolation.

In discussing the psychological principle of the subject the author turns from the objective work of art to the subjective impression, from the objective color, space and line to the subjective sensation, from the objective factors of beauty to the subjective enjoyment.

In his analysis of the psychological principle of art education, Prof. Munsterberg brings to his aid his wide scholarship and practical experience. Altho the subject is a difficult one, yet his presentation is so simple and direct it can not help but be of great assistance to the teacher. In fact the book will do much to inspire and guide teachers in their consideration of the broader and more humanitarian aspects of art as related to education. (The Prang Educational Co., New York.)

*El Comendador Mendoza*, by Juan Valera, with introduction, notes and vocabulary, by Rudolph Schwill, Ph. D., instructor in Spanish in Yale college.—The absence of a popular view has kept Valera out of the class-room heretofore. The editor has pushed this objection aside, as the difficulty lies rather in the depth of his thought than in the turn of his phrase. Clearness of expression is one of his chief attractions. No Spanish author possesses a style which could better serve the student as a model; none is more satisfying from the standpoint of the teacher. The necessity of adopting a long novel for use in the class-room has compelled the omission of several chapters. (American Book Company, New York.)

Macmillan's Pocket Series of English Classics have many excellencies—scholarly annotation, convenience of form, beautiful open pages, attractive binding and low price. In addition they are well edited and clearly printed. In this series have lately been issued *Hawthorne's House of Seven Gables*, edited by Clyde Furst, secretary of Teachers college, Columbia university, and *Dickens Christmas Carol and the Cricket on the Hearth*, edited by James M. Sawin, with the collaboration of Ida M. Thomas. (The Macmillan Co. New York. Price, 25 cents each.)

*The Tragedie of Hamlet*, "First Folio" edition, edited with notes, introduction, glossary, list of variorum readings, and selected criticism. By Charlotte Porter and Helen A. Clarke. This is based directly upon the original First Folio of 1623, the first collected text to appear after the dramatist's death, and therefore the one giving a true version of the plays as Shakespeare himself left them. Shakespeare's sentences have been edited and re-edited until some of them have been altered past recognition by ambitious critics who thought they knew his mind better than he himself knew it. Yet Shakespeare in the original presents few difficulties, and these can be explained as they appear in footnotes. Such a method of preserving the text is the one here followed. This edition has a variety of material, in addition to the play, that makes it a valuable pocket variorum. (Thomas Y. Crowell & Company, New York. Price, flexible cloth, gilt top, 75 cents; limp leather, \$1.00.)

The Belle-Lettres Series is one that will contain some of the best works ever issued in the English language. It aims to present the most significant works in English literature from its beginning to the present. The volumes are edited primarily as literature, and for students and lovers of literature. The series is divided into sections, each of which is in charge of a general editor noted for literary skill and interpretive insight as well as for his attainments in the special department under his care. The editors of the separate volumes are among the foremost scholars in this country and Europe. Each volume contains a biography, a bibliography, notes and glossary.

The following are the subjects assigned to the different sections: Section I—English Literature from its beginning to the year 1100; Section II—Middle English Literature; Section III—The English Drama from its beginning to the Present; Section IV—Literary Criticism and Critical Theory; Section V—Seventeenth and Eighteenth Century Poets; Section VI—Nineteenth Century Poets; Section VII—The English Novel.

About 200 volumes of a uniform style and binding are in preparation for the series. One of these is *Society and Caste*, by T. W. Robertson, edited by T. Edgar Pemberton. The play contained in this book is one of a series that made



the author famous. Many noted actors have appeared in it. The introduction gives a somewhat detailed history of author and play. Another volume contains *Bussy D'Ambois* and *The Revenge of Bussy D'Ambois*, by George Chapman, edited by Professor Frederick S. Boas, M. A., Belfast. (D. C. Heath & Co., Boston.)

*Rome and the West*, Part Two of "The Ancient World," is an unusually excellent text-book. It is not only suited to the needs of pupils and successful teachers, but if followed faithfully it will make a good history teacher out of a poor one. The language is simple and the history is what it should be, the story of the Roman people. The author tells so nicely not only what happened but why it happened, that teachers and pupils are gaining insight into the philosophy of history while scarcely realizing the fact.

No teacher will dare serve as leader to a class of bright young people without keeping himself pretty well posted on the subject, outside the bare text itself. Who would dare teach the chapter which refers to Macaulay's "Lays of Ancient Rome" without having read those stirring poems? Quotations from such authorities as Mommsen suggest lines of reading that the teacher must follow whether his pupils do or not. The boys and girls who are so fortunate as to use this book as a basis for the study of Roman history are pretty sure to catch the spirit of the history student, and to be students of history the rest of their lives. May they be legion, for they are to be congratulated.

The text is clear, the print good, and numerous maps assist to an understanding of the text. (Allyn and Bacon, Boston.)

*Germany, the Welding of a World Power*, by Wolf von Schierbrand, is a book that will be of unusual interest now when Germany and its ruler are occupying such a prominent place in world affairs. The facts contained in the book are largely derived from what the writer saw in his visit to that country. His aim was to present them without bias; the earnest student of Germany wants accurate information in regard to the people and the country. The writer enumerates among the strong points of the Germans their high culture, thoro technical training, and enormous capacity for taking pains. They have their weakneses also. While possessing an unusual power of application, they lack that daring initiative which is rather the concomitant of a nation bred in the full light of individual and public liberty. Besides social, political, and industrial aspects the author has dealt with some features which are in a sense unique. That person of transcendent interest, the kaiser, has had considerable space devoted to him. The moral strife that is now rending Germany is depicted fully as its absorbing character demands. (Doubleday, Page & Company, New York.)

*The Outlet*, by Andy Adams, illustrated by E. Boyd Smith.—It describes the struggle of the cattlemen to find a market for the enormous herds in the vast grazing lands of Texas. That interesting cowboy, Tom Quick, now in the employ of Don Lovell, has charge of the exciting drive from Texas to Fort Buford, on a government beef contract, the account of which reads more like a novel than an account of daily work. Any one who loves an adventurous life will enjoy reading Mr. Adams' descriptions of the tricks of the trade, the loyalty of man to man, and the good fighting qualities which are pitted against treachery and sharp practices in this life on the plains. (Houghton, Mifflin & Co., Boston. Price, \$1.50.)

*Iowa: The First Free State in the Louisiana Purchase*, from its discovery to its admission into the Union, by William Salter.—The writer has been a resident of the state for sixty-one years, has uligently studied its history and has published articles from time to time regarding it in different periodicals. In this volume he has embodied a complete, condensed history of the state, than which none among the sisterhood deserves more honor. Residents of Iowa, teachers and pupils particularly, will miss much that they ought to know if they fail to read this volume. As the telling of the story involves the narration of much of the history of our country, others outside of Iowa will be almost equally interested. The book is illustrated with portraits and plans. (A. C. McClurg & Co., Chicago. Price, \$1.20.)

*The Journey of Alvar Nunez Cabeza de Caca and His Companions* from Florida to the Pacific; translated from his own narrative by Fanny Bandelier, together with the report of Father Marcos of Nizza and a letter from Viceroy Mendoza, edited with an introduction by Ad. F. Bandelier. This is the story of the first white man to cross the continent told by himself. His narrative, newly translated, is now made accessible to the general reader for the first time. It is a story of shipwreck and battle, of captivity, strange adventures and extraordinary experiences among the Indians of the southwest, where Alvar Nunez, first of white men, learned of the buffalo. All this happened nearly a hundred years before the Pilgrim Fathers landed at Plymouth. (A. S. Barnes & Co., New York. Price, \$1.00.)

*The Freedom of Life* is a new volume by Annie Payson Call whose "Power thru Repose" attracted much attention some years ago. That book put many upon the track of living more naturally. That civilized humanity is living an unnatural life goes without saying, and the author endeavors to invite thoughtful persons to live more simply and avoid the unnecessary waste of nervous force. It is impossible to set forth her theory in any just way in the space we have at command. Wagner's "Simple Life," Seward's "Don't Worry Nuggets," and Trine's "In Tune with the Infinite," all suggest a way of living that is in contrast with that pursued by most civilized beings. We think that Christian Science aims at somewhat similar results. (Little, Brown & Company, Boston, Mass. Price \$1.25.)

In spite of the many stories dealing with phases of the American Revolution there seems to be no loss of interest in such topics if they are treated by a skillful writer. *Hester of the Grants*, a romance of old Bennington, by Theodore Peck, will attract the interest and hold it to the end, because the story is clear-cut and the characters well depicted. The author has indeed made history live again in these bright pages. The scene of the story is the Green Mountain state, Vermont, in the early days when it was a portion of the so-called Hampshire Grant, whence the novel takes its name. Among the characters are Hester Robinson ("Hester of the Grants"); Ezra Robinson, her father; Ethan Allen and his brother Ira; Parson Dewey, and many others. The Bennington battle is the event to which the others in the story lead and which determines those in the concluding chapters. It is a good healthy book that will show young people the quality of some of the men and women who helped win our independence. (Fox, Duffield & Company, New York. Price, \$1.50.)

*Dick Whittington and Other Fairy Stories*, based on the tales of the "Blue Fairy Book" edited by Andrew Lang, with illustrations by H. J. Ford and G. P. Jacob Hood.—This is one of a series of fairy tale books that will delight young readers, as they are told in a simple, attractive style. The other stories in the book are *The Goose Girl*, *Trusty John*, *The Forty Thieves*, *The Master Mind*, *Aladdin and the Wonderful Lamp*. (Longmans, Green & Co., New York. Price, 30 cents.)

*The Story of a Sunbeam*, by Effie B. Miller, is a little nature story for supplementary reading. It is printed in large type, the words are simple and the story is interesting. It forms No. 20 of the Owen Series of Five-Cent Classics. (F. A. Owen Publishing Co., Dansville, N. Y.)

*Le voyage de Monsieur Perrichon* is a comedy in four acts by Eugene Labiche and Edouard Martin, edited for the use students by John R. Effinger, assistant professor of French in the University of Michigan. As a writer of farce-comedy, Labiche had no equal in his day, and the play given in this volume is probably his most popular one. The book has an introduction, notes, and vocabulary. (Houghton, Mifflin & Company, New York.)

*The Boys of Bob's Hill*, by Charles Pierce Burton, with illustrations by George Alfred Williams. The scene of this story is at, and in the vicinity of Graylock, that grand old mountain in western Massachusetts. The boys are bent on having good fun and good sport and they have them. They have also many lively adventures, including a forest fire and a narrow escape on a railroad. (Henry Holt & Co., New York. Price, \$1.25.)

## Get Power.

### THE SUPPLY COMES FROM FOOD.

If we get power from food, why not strive to get all the power we can? That is only possible by the use of skillfully selected food that exactly fits the requirements of the body. Poor fuel makes a poor fire, and a poor fire is not a good steam producer.

"From not knowing how to select the right food to fit the needs, I suffered grievously for a long time from stomach troubles," writes a lady from a little town in Missouri.

"It seemed as if I never would be able to find out the sort of food that was best for me. Hardly anything that I could eat would stay on my stomach. Every attempt gave me heart-burn and filled my stomach with gas. I got thinner and thinner, until I literally became a living skeleton and time was compelled to keep to my bed.

"A few months ago I was persuaded to try Grape-Nuts food, and it had such good effect from the very beginning that I have kept up its use ever since. I was surprised at the ease with which I digested it. It proved to be just what I needed. All my unpleasant symptoms, the heart-burn, the inflated feeling which gave me so much pain disappeared. My weight gradually increased from 98 to 116 lbs, my figure rounded out, my strength came back, and I am now able to do my housework and enjoy it. The Grape-Nuts food did it." Name given by Postum Co., Battle Creek, Mich.

A ten days trial will show any one some facts about food. "There's a reason."

## The Educational Outlook

The annual meeting of the Council of Superintendents of the State of New York will be held at Buffalo, Oct. 18-20.

Oklahoma needs more teachers holding first grade certificates, and the school authorities seem to be willing to pay fair salaries to any who apply.

Traveling schools are the latest in Germany. These schools are moved from place to place for the purpose of teaching scientific housekeeping, cooking, and farm work, to the women in rural districts. A report on this new work speaks in warm praise of the efforts made, and says the schools have given great satisfaction.

An association of secondary teachers has been organized in Australia. This is the first time such an association has been formed on that continent. Its object is to co-operate with the newly-formed Head Masters' association, especially in resisting attacks by the state on private secondary schools.

The Jersey City, N. J., board of education has rescinded the rule that forbids the employment of married women as teachers in the city schools. This was done because of the growing lack of competent teachers in the public schools.

Phillips Exeter Academy opened its one hundred and twenty-fifth year on Sept. 13, with an enrollment of 400 students.

During the last two years the growth of high schools has been greater than during any similar period since 1895. Four hundred and thirty schools have been established, and the increase of students aggregates 43,595.

On account of the fever epidemic in New Orleans, the board of education has decided not to open the schools until October.

Negro pupils have been refused admission to the Kansas City, Kans., high schools. Last winter the state legislature passed an act separating the two races in the Kansas City schools. This grew out of the murder of a white boy by a negro pupil. The negroes will test the matter in the courts.

The citizens of Erie, Pa., take great pride in their public school system and equipment. In 1890 Henry C. Missimer, principal of one of the schools, was appointed city superintendent. Since then there has been a complete revolution in school methods. New and attractive school buildings have been erected and old ones have been enlarged and equipped with modern conveniences. The total valuation of school property is \$1,051,580.

The teachers of northwestern Wisconsin will hold a convention at Chippewa Falls, Oct. 20-21. The teachers of the southern part of the state will meet at Waukesha, Nov. 3-4.

At the Tennessee State Teachers' Association, which held its annual meeting at Monteagle July 25 to 27, the following officers for the new year were elected: Pres., R. L. Jones, Chattanooga; First vice-pres., C. B. Jjams, Henderson; Second vice-pres., L. G. Acree, Model; Third vice-president, S. Houston Proffitt, Cookeville; secretary and treas. Wm. L. Lawrence, Chattanooga; assistant secretary, J. L. Hair, South Pittsburg; Executive committee, J. L. Brooks, chairman, Jackson; W. C. Anderson, Nashville; A. L. Dodd, Murfreesboro; J. B. Stover, Fulton, Ky.; J. C. Fooshe, Dayton.

The following committee has been appointed to revise the course of study in

the state of South Dakota: County Supt. C. H. Lugg, of Hutchinson county; County Supt. J. F. Olander, of Brookings; County Supt. Olivia Herron, of Charles Mix county; County Supt. E. E. Collins, of Clay county; County Supt. W. F. Eddy, of Brown county; Deputy State Supt. M. A. Lange, of Pierre, and M. M. Ramer, of Grant county, lately appointed State Superintendent of Public Instruction.

The Calumet, Mich., high school and manual training department were recently destroyed by fire. The loss is estimated at \$100,000. It is thought that the cause of the fire was due to defective electric wires.

Prof. Geo. W. Loomis, director of the Central normal training school at Mt. Pleasant, Mich., has resigned to accept the superintendency of the Pueblo, Colo., schools. His salary will be \$3,000 a year.

The twenty-first annual session of the teachers' institute of Reading, Pa., was held during the week of September 4 in the girl's high school building. The following instructors were present: Richard G. Boone, Ph. D., Boston, Mass.; Richard E. Dodge, Teachers college, Columbia university; Miss Louise Connolly, Supervisor of Public Schools, Newark, N. J.; W. W. Deatrick, Keystone state normal school, Kutztown; Miss Amanda E. Stout, Supervisor Intermediate and Grammar Grades, Reading; Miss Mary S. Addams, Supervisor Primary Grades, Reading; Mrs. A. H. Smith and Dr. Clara Shetter Keiser, of Reading.

The principals of the Cleveland public schools have feared the board of education would reduce their salaries the coming year. At a recent meeting the board decided not to do this. The principals will be paid according to the grade of their schools and the number of classrooms.

Edward F. Bigelow, editor of the department of nature and science in *St. Nicholas Magazine*, has gone to fill several important lecture appointments among the teachers' institutes in West Virginia. Mr. Bigelow has been eminently successful with his lectures on scientific subjects, and his services are constantly in demand.

Justin, Tex., is to have a new educational institution. C. S. Garrison, of Illinois, is to be president of the college.

Prof. J. E. Mealley, a prominent Michigan educator, has been elected to the history department of the University of Virginia.

Four trustees of the state normal school at East Stroudsburg, Pa., are charged with violating an act of the legislature by furnishing supplies to an institution receiving state aid. They have been charged with selling groceries, merchandise, plumbing supplies, books, pamphlets, etc., to the normal schools.

The parochial schools of Boston were closed on the day of the funeral of Patrick A. Collins, mayor of the city.

Several hundred pupils of the Newark, N. J., public schools will be placed on part time until January, '06, when it is thought three new school buildings will be completed.

Superintendent Rightsell, of the Little Rock, Ark., public schools, has retired from active service on account of poor health, after thirty-one years of service.

Rev. Dr. Charles H. Leonard, dean of the Tufts College Divinity school, celebrated his eighty-third birthday on Sept.

15. At the recent commencement the college conferred the degree of LL. D. upon the venerable teacher. He is in robust health and recently returned from his vacation to resume his work.

City Supt. S. G. Gilbreath, of the Chattanooga, Tenn., public schools, has re-organized his course of study, has modified and systemized the report system, and in many ways improved the schools under his jurisdiction.

Every teacher in Salem township, Ohio, with the exception of two, went out on a strike Sept. 11., the opening day of school. It seems the board of education wanted to fine them \$2 each for non-attendance at the monthly teachers' meeting. The board also passed a resolution to withhold two weeks' pay until the end of the year.

Roult college, recently dedicated in Jacksonville, is the only Roman Catholic school in Illinois and the second of its kind in the West. The object of the school is to give a higher Catholic education to poor students. The building was erected at a cost of \$50,000. The endowment fund is \$56,000.

The Adams school, located in East Orange, N. J., will open its junior department on September 18. The kindergarten manual training course will begin September 23.

Prof. David Eugene Smith, the author of Smith's Arithmetic, has recently returned from a summer vacation spent in Europe. While Dr. Smith was abroad he added to his large collection of portraits a substantially complete set of medals bearing the likenesses of eminent mathematicians. Among these are a number of electrotypes of unique coins in the British Museum. A feature of further interest is a collection of counters or reckoning pennies which were used for computation before the introduction of the arabic numerals.

### Educational Practices.

The first of a series of teachers' institutes to be conducted during the winter at Altoona, Pa., was held Sept. 2. The principal address was made by Superintendent Wightman. His subject was "Some Educational Practices." In part he said: "School systems must produce independent thinkers; must train initiative thinking; organized thinking; must foster rather than suppress the spirit of investigation that is the priceless inheritance of every normal child before he comes to school.

"How can we do this is the problem of the public school. As one means we must give some attention to the study of things rather than confine ourselves exclusively to the study of books. We need some knowledge obtained at first hand; knowledge that will be linked with impressions of activity, of touch, of smell, of sound, sense impressions; knowledge that will connect with experience.

"Exclusive book study produces pattern thinking. It does not produce independent thinking, nor organized thinking. Organized thinking comes whenever the individual sets himself a definite task to do and then determines and applies the ways and means necessary for the accomplishment of that task." Mental power comes from organized thinking. Physical power comes from organized exercising. Strength of character comes from organized willingness. Manual training, if properly taught, will produce organized thinking. Good teaching comes from organized effort, not effort put forth by jerks and spasms. A good school system is one in which there



is organization of force as well as effort, ent G. W. Nash, of South Dakota, as energy and material.

"One of the greatest needs of public schools is the extension of true kindergarten methods and spirit into all grades, and the national application of kindergarten principles by all teachers, and an intelligent understanding and interpretation of Froebel's philosophy by kindergarten teachers themselves.

The speaker mentioned five important principles as laid down by Froebel:

1. His philosophy requires a harmonious connectedness in the various phases of activity.

2. The development of the body and its powers thru rightly directed physical activity; thru organized exercise.

3. To develop a spirit of helpfulness and social harmony.

4. Formality must give place to freedom; conservatism to rationalism; fact knowledge to vitalized knowledge or power.

5. Self-activity must take the place of responsive activity.

### Playgrounds at Washington.

The playground season at Washington, D. C., closed recently with a tournament. These exercises marked the culmination of a very successful season. Dr. Henry S. Curtis, the energetic supervisor of the playgrounds, in speaking of the work, says: "This has been a very successful year considering the support we had from the people, and the facilities. In the spirit of the boys there has been great improvement, and it is expected next year that with the progress just made we will be able to make a greater showing. The fact that so many have already won championship buttons shows that children are developing symmetrically and are not specializing too much on any one exercise. The four children who won the buttons at the southeast ground the other day succeeded in making the required record very easily, and this makes the result all the more gratifying."

### Teachers Boycotted.

Some of the farmers in Illinois are becoming so aristocratic that they think it beneath them to board the teachers of their district schools. In some districts, says County Supt. A. B. Van Dorn, there is a practical boycott against teachers, and they are unable to obtain board at any of the farmhouses near their schools. If something is not done very soon many of the rural districts will be without teachers this winter. Where board is obtainable the price is so high it is almost prohibitive.

"The prices paid to county school teachers in central Illinois," says Superintendent Van Dorn, "are a disgrace to the school system of the state."

"Several good teachers have resigned places to which they were elected because of the small wages paid."

### Reciprocal Certificates.

For the last two years a committee appointed by the National Educational Association has been hard at work seeking to establish a system of reciprocity in regard to the recognition of teachers' certificates and diplomas from normal schools and colleges. The committee is composed of the state superintendents of South Dakota, Missouri, Wisconsin, Ohio and Maine, with State superintend-

W. R. White, M. D., of Denver, Col., tells us that he used antikamnia tablets for years, and with the most satisfactory results, in cases of neuralgic headache, associated or not with disordered menstruation. He prescribes two tablets every two or three hours for adults.—*The Chicago Medical Clinic.*

ent G. W. Nash, of South Dakota, as chairman.

When the committee first undertook its task, says the *Daily Dakotan*, it was found that twenty-two states and territories made absolutely no concession, that all teachers from outside their boundaries were obliged by their laws to take an examination, no matter what their credentials and experience. Now, after two years' work on the part of Superintendent Nash and his associates, assisted by the State superintendents or boards of education to whom they appealed, only nine of the states still hold out. These are Alabama, Connecticut, Georgia, Illinois, Kansas, Kentucky, North Carolina, New Hampshire and Texas. In all the rest a distinct advance toward entire reciprocity has been made.

### Educational Council Meeting.

The Educational Council held its first meeting of the year Sept. 16, at the New York University Law School. The subject for discussion was "Ethics in the Public Schools, How and When Should it be Taught?" It was discussed in an informal way by the members.

There was quite a difference of opinion regarding the method of procedure for instilling ethical principles in the minds of pupils. Some favored a vigorous direct method, accompanied by a persuader in the form of the good, old-fashioned birch.

Superintendent Foster thought that ethics could not be successfully taught by direct instruction. It needed to be instilled indirectly by the actual conduct on the part of leaders and teachers.

Dr. Keiser declared that the moral virtues of the school should be built upon two principles: first, to teach the children to respect other people's rights, and second, to tell the truth. Teaching by example, he said, is worth more than teaching by precept. It is better to commend the right action, rather than condemn the wrong. The main thing is to make every child feel that his rights are respected. Get this idea in the school. Truth should be strictly adhered to. There are many teachers who often skirt about the truth for the sake of discipline. This has an evil effect upon the pupils.

"It requires great wisdom," said Dr. McLachlan, "to undertake instruction in this subject. In every walk of life common honesty is needed. It should be in the atmosphere of the school-room. It should radiate from the teacher until the children catch the spirit. If the management of the school is weak, opportunities are given to cheat in examination and tell lies; such things will occur. If the management is strong, and the teacher wise and honest and true, his pupils will be benefited thereby." In the course of his remarks, Dr. McLachlan told a suggestive story: "Within a very short time a little boy had committed a wrong toward one of his playmates, and his parents were informed. When he reached home he was very much excited, and ready to tell a lie. His mother saw this, and said, 'You need not tell me about it now. You might not tell the exact truth; wait until you are calm. It is cowardly to tell a lie, and I want my boy to be strong and truthful in everything he does and says.' A few hours later the little fellow told the whole truth about his trouble, which he probably would not have done in the first place.

The following officers were elected for the coming year: President, Supt. C. E. Morse, East Orange, N. J.; secretary and treasurer, Supt. A. B. Meredith, Nutley, N. J.; recording secretary, Miss Nellie E. Simon, Long Island city. Executive committee: Chairman, Prin. T. A. Baker, Brooklyn; Prin. A. B. McLachlan, Jamaica; Supt. O. I. Woody, Pas-

saic, N. J.; Prin. J. Grimes, Mt. Vernon; Supt. H. W. Foster, Orange, N. J.

An amendment to the constitution was proposed, with reference to the election of president at the last regular meeting in May. It was proposed to hold the first meeting of the council in October, instead of September.

The members adjourned for luncheon at the Hotel Albert, as usual.

### Forty Years Ago.

I wandered to the college, Tom, where you and I were mates  
And crammed our heads with learning  
till we nearly split our pates.  
The tutors thought that quite the thing  
in those old times, but, oh!  
They don't do now the way they did some  
forty years ago.

I sought the lonely campus, Tom, and  
asked a cripple, "Where  
Are all the 'students?'" "Well," says  
he, "they're scattered here and there;  
The ball nine's in Chicago, and the crews  
are off to row."  
We couldn't get away like that some  
forty years ago.

"The tennis team," continued he, "is  
doing Brown to-day.  
Our golfers are at Princeton, and the  
glee club, too, 's away;  
Our gun club and our archery team are  
laying Harvard low."  
We missed a lot of fun, dear Tom, some  
forty years ago.

"Our football men are in New York ar-  
ranging dates," said he,  
"For this year's games." And then he  
sighed, "I'm here at home, you see,  
Because my back and legs are broke—  
rough-housed me, don't you know?"  
We didn't have such sport, dear Tom,  
some forty years ago.

I said to him: "Well, anyhow, the fac-  
ulty is here?"  
"You're wrong," says he, "they've  
gone along to help the rooters cheer."  
"But you might find the janitor," I said  
to him. "O no!"  
And hurried from those scenes, dear Tom,  
of forty years ago.

In those old days of grind, dear Tom, our  
tutors were perverse;  
Altho we'd telegraph ourselves: "Come  
home; your mother's worse!"  
The sly old "profs" would wink a wink  
which meant it wasn't so,  
And keep us grubbing in the books, some  
forty years ago.

Things may be better now, dear Tom,  
than in the days of yore,  
When every fellow had to get of bookish  
stuff a store:  
I hope the boys are happy now, but this  
one truth I know,  
I wish we could re-live those days of  
forty years ago.

—Nixon Waterman,  
In the Saturday Evening Post.

## Get Rid of Scrofula

Bunches, eruptions, inflammations, soreness of the eyelids and ears, diseases of the bones, rickets, dyspepsia, catarrh, wasting, are only some of the troubles it causes.

It is a very active evil, making havoc of the whole system.

## Hood's Sarsaparilla

Eradicates it, cures all its manifestations, and builds up the whole system.

Accept no substitute.

### The Age for Work.

Age limits have been dropped by the Chicago and Alton railroad, which first adopted them; by the Chicago, Milwaukee and St. Paul, and by the Chicago, Burlington and Quincy; and this change in the laws for physical employment comes not long after Dr. Osler set this world agog with his frank observation about creative intellectual periods and the general inferiority of age. Fortunately for the happiness and hope of all, the exception is always present to lessen the horror of the rule; a sort of pardoning power of which every man may believe himself fortunate enough to receive the benefit. No doubt these railroads will continue to employ mainly men below the age which they formerly set, put it is more agreeable, and also more just, to be freed from a rule more absolute than the facts of nature are.—*Collier's for September 23, 1905.*

### Chicago News.

There is an increase of 1,000 in the Chicago kindergarten schools this year. These figures will probably be still larger after the opening of several new kindergarten centers during the coming months. The most marked gain in the special departments is that of manual training. The enrollment is 17,000 as against 14,593 last September.

On Oct. 16 twenty-eight evening schools will open in Chicago.

One of the features of the work at the Chicago normal school this winter will be a series of practical lectures to be given each week. The lectures will deal with problems which will face the teachers when they enter the school-rooms.

Miss Jane Addams opened the course of lectures on Sept. 15. Her subject was "The Home Life of the Child in the Congested Districts."

The board of education of Chicago has elected George J. Thompson manager of the Parental school. Mr. Thompson's salary will be \$1,500 per year.

The Chicago board of education, it is reported, has appointed a delegation consisting of several of its members to make a tour of inspection of the schools. The men on the committee will inspect the dress and general appearance of the men teachers, the women of the women teachers.

The fall term at the Armour Institute of Technology opened Sept. 18 with a freshman class of more than 200. President Gunsaulus has returned from the Pacific coast, where he spent his vacation.

### Cost of Instruction.

The cost of giving instruction to pupils in the public schools of Chicago is decreasing in the elementary grades and increasing in the other departments.

In 1899 the expense per pupil in the elementary schools was \$19.46; in 1900 it was \$18.81; now it is \$16.44. In the high schools there has been an increase from \$47.94 in 1900 to \$57.21 in 1904 per pupil. The cost of training teachers shows the greatest increase. In 1900, basing the figures on the actual number enrolled, the cost per student was \$91.49. Last year upon the same basis this sum has increased to \$323.37.

These figures are from a report submitted to the state superintendent.

### Dr. James' Hopes for Illinois.

The Chicago Press Club recently gave a luncheon in honor of Dr. Edmund J. James, the newly elected president of the University of Illinois. City Supt. E. G. Cooley presided.

During his remarks at the luncheon Dr. James said: "I hope to see the time come when the young men and women of Illinois will not need to go outside of the state for a thoro education. I do not mean to imply that I am opposed to going to Yale or Harvard, or to European universities, for that sometimes is desirable in the pursuit of special learning. But I do mean that the University of Illinois should become the one higher educational institution of this state, where

a thoro, liberal training may be had without leaving its borders."

Dr. James added that he hoped to make the university the center of public instruction of the state; a center from which all the latest and best methods of pedagogy should emanate with a view to uniformity in instruction; that the university should be to the state what a ministry of public instruction is to many advanced European nations."

### Modifications of High School Course.

Superintendent Cooley has announced several modifications in the high school course of study, as follows:

The requirement of four years of English for graduation will be suspended in case of pupils who, under the rules of the board, would be required to take two years of English in a single year to enable them to graduate. The requirements of two sciences will be suspended in similar cases.

The requirements of biology for admission to the normal school will be suspended also, in the case of pupils who would be required to take two years of science in a single year to be graduated. Two-year pupils who took ancient and medieval history in their first year will be permitted to take medieval and modern history in their second year. The elementary course of study will remain unchanged.

### Expenditures in Cook County.

According to the report of the Cook county superintendent of schools, the male teachers are being favored in regard to salaries. The report states that the teaching force of Chicago has been increased from 5,614 to 5,716, and that the total amount paid to teachers of both sexes has advanced from \$5,284,664 to \$5,431,521. Of the 5,716 teachers, 5,220 are women and 496 men. Last year the women received in salaries the sum of \$4,609,160, and the men, \$822,370.

The total enrollment last year was 282,346. Of this number 140,136 were girls, and 142,210 were boys. The percentage of the total actually enrolled was greater than in any previous year. This fact is thought to prove the effectiveness of the new child labor and compulsory education laws. Altogether the school board of Chicago expended \$387,000 for school sites, and \$1,309,000 for new buildings. From July 1, 1904 to June 30, 1905, the board spent \$352,000 for permanent improvements and \$418,068 for repairs.

### Recent Deaths.

Mary J. Greene, a beloved teacher of P. S. 137, New York city, died at her home in Arlington, N. J., Sept. 3 as the result of an operation. Miss Greene was one of the successful teachers of the city, and her loss will be keenly felt by her large circle of acquaintances and friends.

Mr. Hugh Carlisle, for nearly half a century principal of public school No. 26, in West Thirtieth street, Manhattan, died at his home in Mt. Vernon, N. Y.,

Sept. 17. Mr. Carlisle was born near Belfast, Ireland, Feb. 15, 1829. He came to this country with his parents at the age of two years. He was educated in the New York city public schools and obtained an excellent higher education. After six years of teaching in the city schools he was appointed principal of No. 30, where he remained until two years ago, when ill health compelled him to retire. He was for some time elder of the First Presbyterian church of Mt. Vernon, of which he was a member for seventeen years.

Dorothea F. Dixon, a retired teacher of New York city, died at the Flower Hospital on July 5. Miss Dixon began her life work as a teacher in 1857 and was retired in 1889. For several years she had been suffering from locomotor ataxia.

Harriet H. Jones, a former New York school teacher, retired in 1897, died August 13, 1905.

Mrs. Harriet B. Blauvelt, nee Salisbury, for many years a teacher in Brooklyn, N. Y., retired in 1896, died August 8, 1905.

Henry Fowle Munroe, for thirty-three years a teacher in the Chicago high schools, died Sept. 14, of apoplexy. Mr. Munroe was 79 years of age. He resigned from active teaching in 1900, because of failing eyesight.

Rev. Carlos G. Rowlinson, rector of the Church of Christ, Kenton, O., has been elected president of Hiram college.

The governor of South Dakota has appointed Principal M. M. Ramer, of the high school at Mitchell, as state superintendent to succeed Supt. George W. Nash. Mr. Ramer was born in Minnesota in 1869, and was educated in the common schools of his native state and in North Dakota, and later at the state normal at Moorhead, Minn., and the Baptist college at Tower City.

### Examiners' Investigation.

The special committee appointed by President Tift has begun its work of investigation of the examinations conducted by the board of examiners for teachers' licenses.

This committee was appointed because of the many questions which have arisen regarding the powers and duties of the examiners under the statutes and the by-laws of the board of education.

Another matter which will engage the attention of the committee will be the method in which examination papers for the different licenses are prepared, and the character and scope of the examinations as now conducted. There will be included also the considerations which govern the determination of the passing mark, the methods or rules adopted by the board of examiners in marking the answer papers prepared by applicants for licenses, the employment or appointment of assistants by the board of examiners, and the method of procedure when appeals are taken.

The general academic examination held for the benefit of those who pass for graduation from the high schools for entrance into the training schools will be investigated also.

In considering the professional examinations for the various grades of licenses, the committee will endeavor to ascertain whether due weight is given to previous record and meritorious service. There will come up for consideration as well the powers that have been exercised by the examiners in the matter of determining the number of years of experience which applicants from outside the city are entitled to be credited with for the purpose of determining the salaries which they are to receive under the Davis law.



## In and Around New York City.

According to the resolutions of the board of education the first year classes are to receive but three and a half hours' instruction, with one hour and a half play-time. This is only fifteen minutes more than the time allowed to part-time pupils, thus allowing for the latter practically the same amount of instruction as regular pupils in the elementary classes.

The board of education at its meeting on September 13 approved the purchase of a plot of ground adjoining the Curtis high school in the borough of Richmond. If purchased, this site will be used as an athletic field for the school children. It will cost \$25,000.

A new evening high school will be opened September 25 in the Morris high school building, 166th street and Boston Road. The school will accommodate 2,000 pupils. Ezra W. Sampson has been appointed principal.

The Kraus Seminary for kindergartners, conducted by Mrs. Maria Kraus-Boelte, will open for the new year on October 5.

District Superintendent Richman, Commissioner Felix M. Warburg, of the board of education, and Associate Supt. Albert P. Marble and wife have returned from their summer outings abroad. Among the places visited by Superintendent and Mrs. Marble were Naples, Rome, and Florence. They returned home by way of Paris and London.

At the request of Dr. Maxwell, Prin. Charles D. Larkins, of the Brooklyn manual training high school, recently visited Springfield, Mass., for the purpose of studying the work of the evening

trade schools. On his return Mr. Larkins reported that the equipment of the school in Springfield was not to be compared in any respect to that of his school.

The university extension classes of the associate alumnae of the Normal college, New York city, will open on the last day of September. In each course there is to be one lecture a week, thru a period of thirty weeks.

On September 11 Charles Scribner's Sons gave a dinner at the Aldine association in honor of their associate, Mr. John Dingman, who has completed fifty years of service with the company. Speeches were made by members of the firm, and Mr. Dingman received a handsome loving cup in commemoration of the event.

### Evening High Schools.

During the first week of admission 5,600 students registered for work in the thirteen evening high schools of New York city. This registration is the largest ever known during the period, and is taken as an indication of a still further increase in interest in supplementary education on the part of those who have entered upon business after leaving the elementary schools. Six of the schools registered more than 500 pupils each, and one on the east side of Manhattan reports 719.

Among the new features of this branch of education are the night high school opened in the Bronx in the Morris high school building, and the two evening trade schools, one in Brooklyn and the other in Long Island City—the first of this kind ever operated by the board of education. The new Bronx

evening high school, 166th street and Boston Road, like the other regular evening high schools offers 120 nights' instructions in languages, mathematics, science, English, business subjects including stenography, history, civics and political science, debating and drawing.

The two new trade schools offer the same instruction in secondary branches as the other regular schools, but in addition afford special training in the following trades: Carpentry and joinery, cabinet making, pattern making, blacksmithing, tin-smithing, machine shop practice, mechanical drawing, electrical and steam engineering, industrial chemistry, applied physics, advanced dress-making, millinery, and domestic science. Other courses will be offered if there is a sufficient demand for them. The course will be but 72 nights in duration with three sessions a week. The arrangement is intended to make it possible for workers in these trades to perfect their knowledge and yet not be compelled to forego all recreation. Work begins Sept. 25th at 7:30 P. M.

That there is great demand for trade instruction is evidenced by the large number of applications for these classes. The registration in the Brooklyn trade school reached 519 the first week, and that in the Long Island City trade school 318 for the first five days. The conditions of admission to trade schools are as follows:

Those only will be admitted who are not in attendance at a day school, who are employed during the day in some regular occupation, and who are at least eighteen years old.

Students may, in general, elect their own courses, but they will not be allowed to elect courses for which they are not

# Educational Art Exhibitions For Public Schools

## THE PURPOSE

First:—To interest teachers, scholars and the public in the history of art and the study of pictures.

Second:—To raise funds by a small admission fee to the exhibition to purchase pictures for the public school walls.

## OUR PROPOSITION

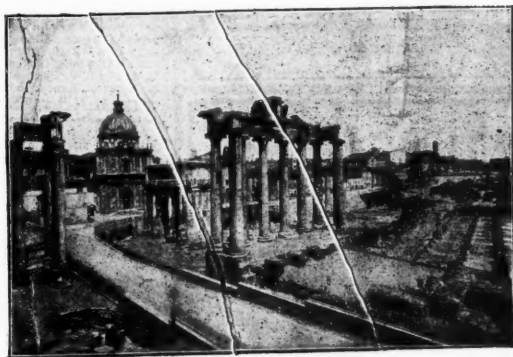
We will loan without charge to school authorities or to any responsible person or committee, a collection of 187 or more of our large carbon photographs and photogravures covering the history of art.

The collection is suitably mounted ready to hang, and contains masterpieces of

**Greek and Roman Sculpture and Architecture; Egyptian Architecture; Italian Painting; Miscellaneous Paintings of French, Dutch, German and Spanish Schools; Architectural Subjects and Important Views from Nature.**

SEND TO US AT ONCE FOR OUR DETAILED PROPOSITION. IF YOU ACCEPT IT BEFORE OCTOBER 10, 1905, AND NAME A DATE FOR THE EXHIBITION, WE WILL PRESENT ONE OF OUR \$5.00 PICTURES FREE.

**A. W. ELSON & CO. = 146 Oliver Street, Boston**





# EIMER & AMEND

205-211 Third Ave., New York

Manufacturers and Importers of

Chemicals, Chemical Apparatus,  
Physical Apparatus, Scientific Instruments.

Everything needed in the Laboratory. Glass Blowing done on the premises. Metalware Manufacturing Department in the House.

# JOY LINE

TWO LINES

BETWEEN

NEW YORK & NEW ENGLAND

First Class Passenger, Express and Freight Service.

RATES ALWAYS THE LOWEST

BETWEEN

NEW YORK AND PROVIDENCE

BETWEEN

NEW YORK AND BOSTON

Steamer every Week Day all year round.

Direct Steamer—Saturdays from New York; Wednesdays from Boston. A most delightful trip of about 24 hours.

For information address

JOY STEAMSHIP COMPANY

308 Congress Street, South Water Street, BOSTON, MASS. PROVIDENCE, R. I. Phone 6480 Main. Phone 221-229 Union Pier 35 East River, NEW YORK Phone 800 Orch

## A Better Location Than Yours

would be in the Land of Manatee, in Virginia, the Carolinas, Georgia or Florida and we can prove it.

Write for a copy of the special Southern edition of the Seaboard Air Line Magazine, which is superbly illustrated and contains hundreds of specific opportunities for profitable investment in the South and points out a desirable location for you, it matters not what your occupation. A list of orange groves, banana plantations, truck and fruit farms for sale, will also be forwarded if desired

J. W. White

General Industrial Agent Portsmouth, Va Seaboard Air Line Railway

## AGENTS WANTED

We want energetic, reliable educators who have extensive school acquaintance as local agents in New York, New Jersey, and New England for selling our Educational Stereoscopic Views to all schools under a new system. The right persons, males or females, can make a large income. Send references and get terms at once before section is taken.

MORSE & SIMMONS

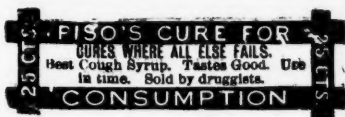
31 Union Square, New York

## SWIMMING

SCIENTIFICALLY TAUGHT Ten lesson course guarantees proficiency. Classes for ladies three afternoons weekly from 3.30 to 5.00. Reduced rate for teachers. Call, write or telephone, 5312 38th Street.

Prof. F. E. DALTON,

19-21-23 West 44th St., Near Fifth Avenue New York City.



prepared. Those desiring to elect courses requiring a knowledge of drawing, mathematics, physics, or chemistry will be required to show that they have acquired, at least, the elements of the necessary subjects. Only one course may be elected as each course will occupy the entire time of the student.

For admission to regular evening high schools, the applicant must have an education equivalent at least to that required for graduation from an elementary school.

Dr. Van Dyke writes:

"That the furnishing of schools and colleges with photographs of the masterpieces of art seems to me a most commendable work. The photographs when framed fill an otherwise empty wall-space and have a decorative quality about them that is in itself something of an education for the eye; but aside from this the photographs act as facsimile illustrations of history—not art history alone, but social and natural history as well. And these illustrations of history made with the chisel and paint brush by contemporaries are far more likely to be true than the summaries or conclusions of historians who come centuries after to revise or explain what was originally a plain, honest statement. Art in itself furnishes the most monumental and conclusive record of all; and the photographs of it when brought together and arranged chronologically are absolutely the best materials from which one may gain an idea of the development and continuity of human endeavor."

While many schools are fortunate in having money appropriated for the purchase of pictures, the majority are dependent on their own efforts to secure this educational material. To such schools the proposition of A. W. Elson & Co., Boston, which we print on page 305 will prove to be of special interest.

They have given these exhibitions in over 500 cities and towns in the United States with universal satisfaction, and many thousand pictures now hang on the school walls that have been purchased with funds raised in this manner.

These exhibitions and their publications for schools have been endorsed by nearly all the prominent educators throughout the country.

Rest and Health for Mother and Child

Mrs. WINSLOW'S SOOTHING SYRUP has been used for OVER FIFTY YEARS by MILLIONS OF MOTHERS for THEIR CHILDREN WHILE TEETHING WITH PERFECT SUCCESS. It SOOTHES the CHILD, SOFTENS the GUMS, ALLAYS ALL PAIN, CURES WIND COLIC, and is the best remedy for DIARRHŒA. Sold by druggists in every part of the world. Be sure to ask for "Mrs. Winslow's Soothing Syrup." And take no other kind. Twenty-five cents a bottle.

# PIMPLES

"I tried all kinds of blood remedies which failed to do me any good but I have found the right thing at last. My face was full of pimples and blackheads. After taking Cascarets they all left. I am continuing the use of them and recommending them to my friends. I feel fine when I rise in the morning. Hope to have a chance to recommend Cascarets."

Fred C. Witten, 78 Elm St., Newark, N. J.



Pleasant, Palatable, Potent, Taste Good, Do Good, Never Sicken, Weaken or Gripes, 10c, 25c, 50c. Never sold in bulk. The genuine tablet stamped C.C. Guaranteed to cure or your money back.

Sterling Remedy Co., Chicago or N.Y. 395

ANNUAL SALE, TEN MILLION BOXES

## THE GREAT ATLANTIC & PACIFIC TEA COMPANY

ESTABLISHED 1859

has done more for the people of these United States in REDUCING the prices of

TEAS, COFFEES, SPICES, GROCERIES and BUTTER

than any other known concern in the country. Their customers can always depend upon getting the

BEST GOODS AT THE PRICES OF THE CHEAPEST.

Goods are always FRESH and strictly PURE. Use A & P Goods and have a happy home.

STORES IN ALL THE PRINCIPAL CITIES OF THE UNITED STATES. HEADQUARTERS, WEST AND VESTRY STREETS, NEW YORK.

MENEELY & CO. BELLS School & other WATERVLIET WEST TROY, N. Y. The Finest, Highest Class Bells Made.

Say aye "No" and ye'll ne'er be married. Don't refuse all.

**Our Advice**

to use SAPOLIO: It is a solid cake of scouring soap, used for cleaning purposes

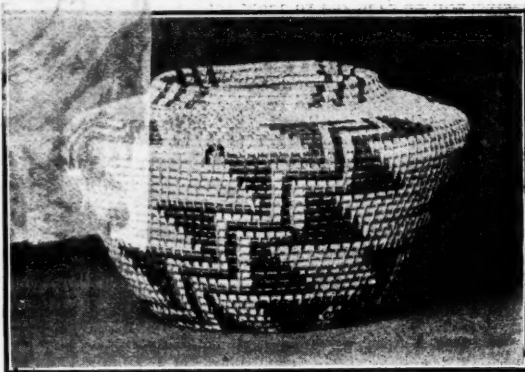


# Practical and Artistic Basketry

*Designed Expressly for Schools*

BY LAURA ROLLINS TINSLEY

Basketry and Raffia Work is now a part of the New Course of Study of the Schools of Greater New York and many other cities.



This is the only book published which will meet the requirements of school use. The work is profusely illustrated with drawings and photographs of Baskets.

CONTENTS:—1. Introduction. 2. Basketry in the Public Schools. 3. Material Imported and Native. 4. Rattan Work. 5. Common Willow Twigs. 6. Articles Made From Raffia. 7. Combination of Rattan and Raffia. 8. How to Make Baskets and Other Articles from Native Material. 9. The Work Carefully Graded for Public Schools. 10. Coloring Material. 11. Cord Work.

12 mo. Price, One Dollar Postage, Ten Cents Extra

UNITED EDUCATIONAL CO., 61 East 9th Street, New York

## 18,732

### Remington Typewriters

are used for instruction purposes in  
the schools of the United States and  
Canada . . . . .

MANY THOUSANDS MORE THAN ALL OTHER  
MAKES OF WRITING MACHINES COMBINED

This condition is created by the  
demand for Remington operators;  
therefore, it clearly reflects . . .

THE CHOICE OF THE BUSINESS WORLD.



Remington Typewriter Company  
325-327 Broadway  
New York

BRANCHES EVERYWHERE

## NATURE STUDY BOOKS

By Frank O. Payne, well known as a writer on science teaching in educational papers and as an institute instructor.

### Payne's 100 Lessons in Nature About My School-House

Outlines a method of nature teaching, with model lessons, suggestions as to devices, illustrations. Cloth, \$1.00; to teachers, 88c., postpaid.

### Payne's How to Teach Birds

The outlines for study are excellent, as well as the outline of families of birds. Under the heads of Order of Procedure, Field Observations. Points to Note, the author gives wise suggestions to the teachers. Fully illustrated. Limp cloth covers. Price, 25c.

### Payne's How to Teach Butterflies and Bees

Similar in plan to the above. Describes the common butterflies, moths, sphinge, and bees, giving their characteristics by which they may be distinguished, their habits, etc. Flexible cloth. Price, 25c.

### Payne's How to Teach About Aquatic Life

One of the most interesting of Mr. Payne's little books on Nature Study. Illustrated. Price, 25c.

### Payne's How to Teach About Trees

The importance now attached to forestry, and the emphasis placed on this subject in schools, give added value to this book. Price, 25c.

### Payne's How to Teach Bugs, Beetles, and Locusts

It first takes up the subject of insects in general, then discusses several in detail, the Parts of an Insect, How to Catch and Kill Insects. Fully illustrated. Limp cloth covers. Price, 25c.

### Payne's How to Teach Minerals

This book is designed to do two things: (1) to furnish a plan for teaching minerals; and (2) to give the teacher in compact form the knowledge of the subject needed. Fully illustrated. Limp cloth covers. Price, 25c.

United Educational Co., 61 East 9th Street, N. Y.